

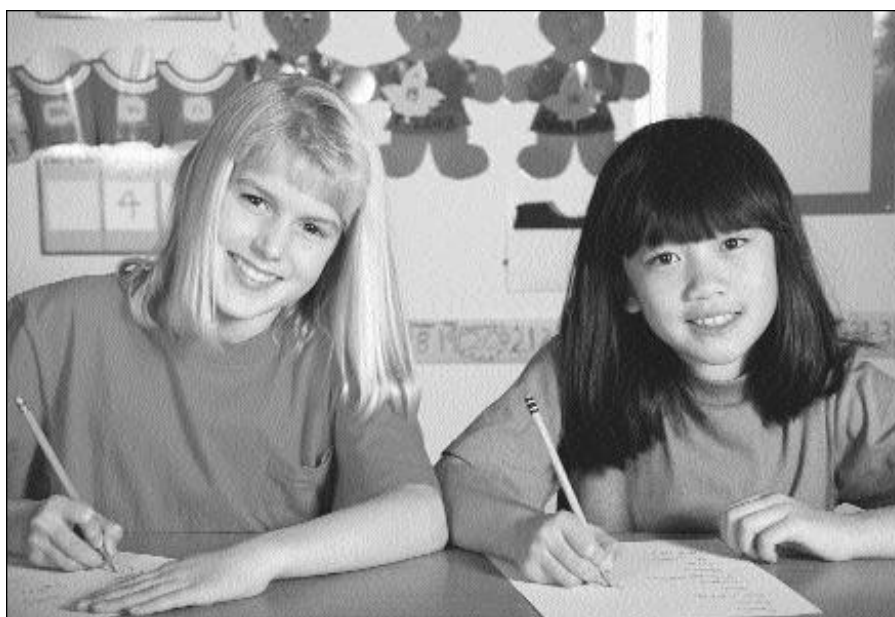
# Chapter 4

## **INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH DIVERSE NEEDS**

**Part A:** Social Studies Instructional Adaptations for  
Students with Disabilities

**Part B:** Social Studies Instructional Adaptations for  
Students with Limited English Proficiency

**Part C:** Social Studies Instructional Adaptations for  
Exceptionally Able (Gifted) Students



## **PART A: SOCIAL STUDIES INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH DISABILITIES**

### **INTRODUCTION**

The New Jersey Core Curriculum Content Standards and related curriculum frameworks are the focus of curriculum and instruction for all pupils. This population includes students with disabilities. In order to provide pupils with disabilities meaningful access to curriculum and instruction based on the content standards, adaptations may be required. Adaptations are not intended to alter or compromise the content standards. Instead, adaptations are intended to provide students with disabilities the opportunity to maximize their strengths and compensate for their learning differences.

Consistent with the expectation that students with disabilities participate in the general education curriculum, is the requirement that the Individualized Education Programs (IEPs) of students with disabilities reflect the core content standards and the local school district's general education curriculum (see Figure 1).

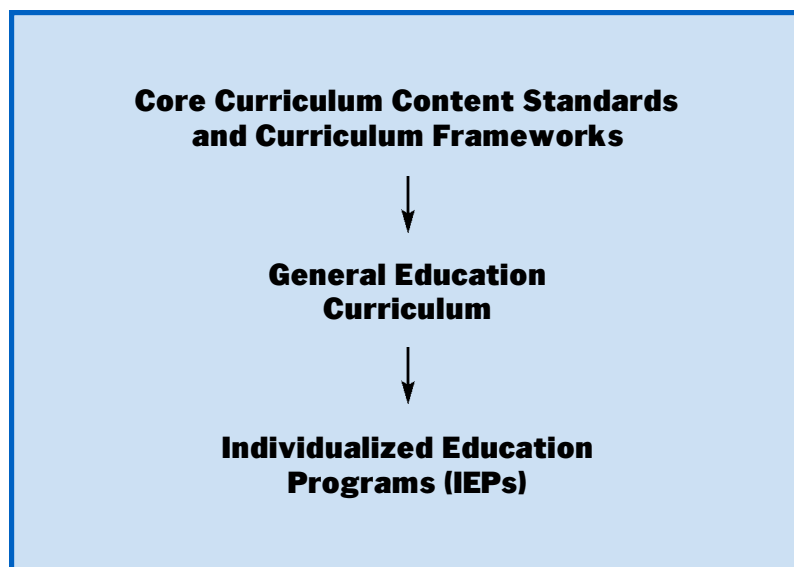


Figure 1

**ADAPTATION: A FEDERAL REQUIREMENT**

The Individuals with Disabilities Act Amendments of 1997 and Section 504 of the Rehabilitation Act of 1973 guarantee students with disabilities the right to general education program adaptations, as specified in their Individualized Education Programs (IEPs) or 504 plans. These federal requirements are intended to result in adaptations that provide these pupils access to the general education program and general education curriculum.

Students with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the general education program. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the Individualized Education Program (IEP) or 504 planning processes (see Figure 2).

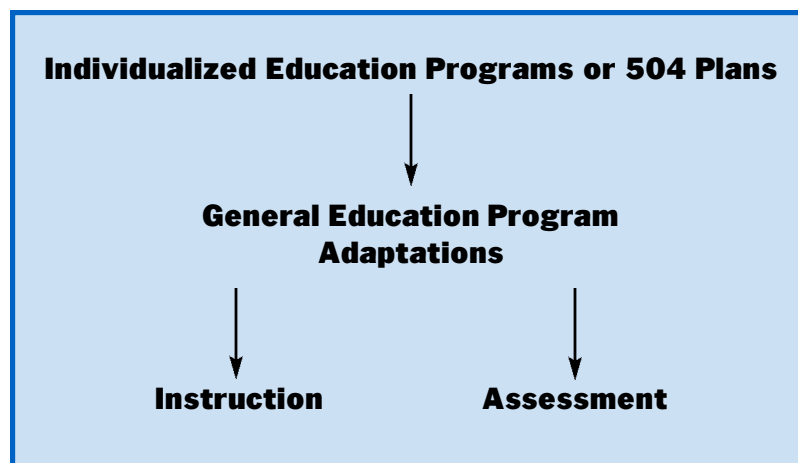


Figure 2

Within the context of the New Jersey Social Studies Curriculum Framework activities, adaptation is defined as:

**Any adjustment or modification to the general education program enabling students with disabilities to:**

- Participate in and benefit from learning activities and experiences based on the core curriculum content standards; and
- Demonstrate understanding and application of the content standards.

## **CATEGORIES OF ADAPTATIONS TO THE LEARNING ACTIVITIES IN THE NEW JERSEY SOCIAL STUDIES CURRICULUM FRAMEWORK**

The standards and indicators for social studies are critically important for students with disabilities, as they are to all students. Students with disabilities need to learn history, civics, economics and geography to understand the foundations of our country and other countries so they may be able to participate as responsible citizens in our society. The New Jersey Social Studies Curriculum Framework encompasses a broad range of knowledge and proficiencies. The framework emphasizes both the acquisition of essential content information as well as the development of thinking skills, social skills and political participation skills. While it is important that students with disabilities learn the general education curriculum for social studies, adaptations to instruction may be needed in order for students to participate effectively in activities and to acquire and demonstrate essential knowledge and skills.

The activities contained in this framework illustrate examples of instructional practice aligned with the standards that are beneficial to all students, including students with disabilities. However, to make these activities meaningful for students with disabilities, adaptations to certain aspects of these activities may be necessary. These adaptations may take a variety of forms. Some adaptations structure students' learning in a more explicit, systematic way than some nondisabled students may require. Other adaptations provide alternative means for students to acquire or demonstrate their knowledge while they are developing related language arts literacy proficiencies (e.g., listening to text on tape, using software to read text aloud or to dictate responses, using a graphic organizer to structure thinking and writing).

Note: The adaptations included in this appendix were developed to complement and make accessible the activities developed in the New Jersey Social Studies Curriculum Framework. Additional adaptations, not included in this appendix, may be needed for some students with disabilities to provide further instruction in foundation skills that underlie the processes described in this framework.

The categories listed below are intended to guide the process of selecting adaptations to the Social Studies Framework activities for an individual pupil with disabilities. Adaptations include, but are not limited to, the following:

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### **Student Motivation**

Teacher Involvement  
Student Involvement

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### **Instructional Presentation**

Instructional Preparation  
Instructional Prompts  
Instructional Application

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### **Instructional Monitoring**

Teacher Management  
Student Self-Management

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### **Classroom Organization**

Instructional Groups  
Instructional Support  
Environmental Conditions  
Instructional Materials/Adaptive Equipment

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### **Student Response**

Response Format  
Response Procedures

## DESCRIPTIONS OF ADAPTATIONS TO THE LEARNING ACTIVITIES IN THE NEW JERSEY SOCIAL STUDIES CURRICULUM FRAMEWORK

Descriptions—including the rationale, specific functions, and examples for each category of adaptation—are provided below. Following these descriptions are sample adaptations to selected activities contained in the Social Studies Framework. These adaptations were selected to illustrate a range of possible adaptations that could be used across social studies processes and indicators.

**Note:** The adaptations listed below are based on effective instructional practices for all students. While these strategies can be beneficial to all students, they may be an essential component of the instructional program for a student with disabilities.

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### STUDENT MOTIVATION

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**Rationale:** Some students with disabilities may be reluctant to engage or persist in social studies activities. This reluctance may be due to difficulties in coping with task demands and discouragement from unsuccessful learning experiences despite students' initial efforts and desires to learn. Because of these difficulties, motivational strategies are important to help students with disabilities become successfully involved in a variety of social studies activities to develop proficiency, confidence, and enjoyment in learning.

#### **Purpose:**

- Create interest
- Persistence
- Confidence
- Enjoyment
- Independence

#### **Strategy:**

- Personally meaningful activity
- Activity choice
- Hands-on, multimodal activities
- Doable tasks
- Learning styles
- Response options
- Involvement in goal setting and assessment activities
- Choice to work with others or alone
- Personal recognition
- Celebrations

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## INSTRUCTIONAL PRESENTATION

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**Rationale:** Students with disabilities may require adaptations to instructional presentations that will enable them to acquire, comprehend, recall, and apply social studies content and related processes. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction.

**Purpose:** The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) addressed in the Social Studies Framework activities.

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### Instructional Preparation

**Purpose:**

- Heighten students' interest and understanding
- Establish purpose and goals of lesson
- Activate prior knowledge
- Build background knowledge of content or strategy
- Focus attention and thinking
- Introduce key concepts and information

**Examples:**

- Relating to personal experiences
- Previewing information/materials
- Advance organizers
- Brainstorming and webbing
- Questioning techniques
- K-W-L strategies
- Predicting
- Preteaching vocabulary
- Preteaching or reviewing a strategy
- Visual demonstrations, illustrations, models
- Mini-lessons
- Think-alouds
- Using examples and non-examples

## Instructional Prompts

### Purpose:

- Organize information
- Build whole-part relationships
- Cue associations and connections
- Highlight and clarify essential concepts
- Generate classifications and comparisons
- Activate recall
- Summarize

### Examples:

- Graphic organizers (e.g., Venn diagrams, sequence chains, timelines, cause-and-effect maps, mind maps, semantic maps, feature analysis charts)
- Chapter or lecture outlines
- Study or research guides
- Mnemonics
- Analogies
- Visual imagery/pictures
- Color coding, highlighting, or underlining
- Segmenting techniques—task analysis, chunking
- Word banks and vocabulary logs
- Note-taking guides
- Framed paragraphs/essays
- Information displayed on overhead or board
- Cue cards
- Music
- Manipulatives
- Movement cues
- Pictures



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**Instructional Application****Purpose:**

- Simplify abstract concepts
- Provide concrete examples
- Extend ideas and elaborate understanding
- Build connections and associations
- Relate to everyday experiences
- Promote generalization
- Engage multiple modalities

**Examples:**

- Hands-on activities
- Constructions
- Dramatization
- Props
- Illustrations
- Music or movement
- Draw or paint
- Graphics and charts
- Journals
- Field trips; guest speakers
- Interviews/surveys
- Real-life applications (conduct campaign and elections; participate in “congressional debates”)
- Games and puzzles
- Simulations
- Creative writing

## INSTRUCTIONAL MONITORING

**Rationale:** Frequent monitoring of the performance and progress of students with disabilities is essential to ensure that students are in fact understanding and benefiting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to participate effectively in learning activities. It also provides a means for teachers to determine when and how to adjust learning activities and instructional supports to promote student development. Equally important is student self-monitoring, self-evaluation, and self-management to promote student self-reflection and self-direction regarding tasks demands, goal attainment, and performance accuracy.

### Purpose:

- Provide periodic (continuous) check for understanding
- Redirect attention
- Direct on-task behavior
- Promote participation
- Check progress
- Assist in goal setting
- Establish timelines
- Clarify assignments, directions, instructions
- Provide reinforcement and corrective feedback
- Promote strategy use and generalization
- Manage student behavior and interactions
- Develop self-questioning and self-regulation

### Examples:

- Goal setting
- Assignment books, “To Do” lists
- Timelines for assignments
- Think-alouds, self-talk
- Self-questioning techniques
- Journal entries
- Anecdotal recording or graphing progress towards goals (teacher and self recording)
- Rubrics and checklists
- Portfolios
- Conferences
- Peer reviews and coaching
- Student contracts
- Reward systems

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## CLASSROOM ORGANIZATION

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**Rationale:** Students with disabilities may require specific adaptations to classroom organization in order for them to actively engage in the concepts and processes addressed through the Social Studies Framework activities.

**Purpose:** The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

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### Instructional Groups

**Examples:**

- Cooperative learning groups
- Peer partners
- Buddy systems
- Teams
- Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
- Role/group work checklist for self-reflection and accountability

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### Instructional Support

*(from another individual)*

**Examples:**

- Assist physically
- Clarify
- Prompt—cue
- Gesture—signal
- Interpret
- Reinforce
- Highlight
- Organize
- Focus

## Environmental Conditions

### Examples:

- Classical background music to enhance concentration
- Variety of workspace arrangements (individual, small and large group)
- Privacy workspaces—carrels
- Conferencing area
- Learning centers
- Wall posters to enhance memory and self-reliance (e.g., directions, steps)
- Organizational tools—labeled bins or cabinets for materials, assignments, or supplies
- Seating arrangements—minimize distractions, provide positive student models
- Physical accessibility to all areas, materials, and equipment

## Instructional Materials/ Adaptive Equipment

### Examples:

- Highlighters
- Overhead projector
- Slates for choral responding
- Materials for range of readability levels
- Books on tape
- Tape recorder for lectures and oral responses
- Simplified written directions
- Adjusted formats (spacing, item arrangement)
- Personal computers and Internet access
- PC software (e.g., Dragon Naturally Speaking—writing; Ultimate Reader—reads text on Internet aloud; Inspirations—mapping/outlining)
- Franklin speller
- Speech synthesizer
- Communication board
- Close-captioned video-TV/decoder
- Braille
- Enlarged print
- Low-vision equipment (e.g., clock)
- Lap board

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## STUDENT RESPONSE

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**Rationale:** Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of social studies processes in a variety of situations with varied materials while they are developing proficiencies in these areas.

**Purpose:** The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Social Studies Framework activities.

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### Response Formats

#### Examples:

- Dictation to peer/adult/tape/PC
- PC/multimedia for composition/response
- Video/audiotapes
- Braille writer
- Sign to interpreter
- Information/graphic organizers
- Illustrations—posters, collage, mural
- Diagrams (e.g., Venn, plot)
- Constructions—relief maps, models, dioramas, mobiles
- Performing arts—dance, dramatization, song, puppet show
- Creative and abbreviated writing—advertisements, travel brochures, obituary, rap, poem, storybook or storyboard, flip book, cartoons
- Create test questions
- Journal entries
- Portfolio entries
- Gallery walk
- Debate
- Presentation/oral report
- Teach a lesson

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### Response Procedures

#### Examples:

- Extended time
- Practice exercises
- Interpreter
- Use of preferred response mode (e.g., written, dictated, oral)

**NEW JERSEY SOCIAL STUDIES  
CURRICULUM FRAMEWORK  
Sample Adaptations of  
Selected Learning Activities**

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**THE STRUCTURES OF GOVERNMENT**

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**Core Curriculum Content Standard: 6.1**

**Indicator: 11**

**Page Number: 58**

**Grade Level: 5-8**

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**Category of Adaptation:**

***Instructional Presentation–Instructional Preparation***

**Games** are fun methods of previewing or reinforcing learning. Active learning formats involving movement and/or manipulatives are highly motivating and engage students in exploration, discussion, and repeated practice

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**Category of Adaptation:**

***Instructional Presentation–Instructional Prompts***

**Guiding questions** focus students' thinking on key concepts to facilitate responding.

### Category of Adaptation:

#### ***Instructional Monitoring–Student Self-Management***

**A self-assessment rating scale involves students in evaluating their own behavior and/or the behavior of their group in completing a task. This type of activity heightens students' awareness of their own actions and the effect of their actions on others**

1. Assess students' prior knowledge of terms (e.g., three branches of government, bicameral legislature, balance of powers, majority rule, minority, tyranny) by engaging them in a concentration game to match the terms with definitions (see illustration).
2. Define and illustrate major forms of government (e.g., monarchy, aristocracy, dictatorship, democracy). Allow students choice to illustrate terms in a number of ways, including one-page drawings, cartoons, comic strips, and magazine cutouts.
3. Develop a T-chart for students to record similarities and differences between the student-created laws and the basic principles formulated in 1787.
4. Provide guiding questions to prompt discussion of how the six principles of the preamble apply to the quality of the laws students developed in their simulation (see illustration).

### Additional Adaptations

#### ***Student Motivation - Teacher Involvement & Student Involvement***

- Show an episode of "Gilligan's Island" to demonstrate the dynamics of people shipwrecked and stranded on a desert island.

#### ***Instructional Monitoring–Teacher Management and Student Self-Management***

- Preview definitions for the concentration game with students who require assistance.
- Determine student groupings for different activities.
- Have students assess their own performance and the performance of their group following the simulation using the "Group and Individual Rating Scale" (see illustration).

***Classroom Organization—Instructional Groups***

- Form pairs for the concentration game, varying ability and personality.
- Use heterogeneous groups for simulation activity; include roles of leader, recorder, and time-keeper.
- Arrange students in pairs for definitions of major forms of government; have students work individually to create illustrations.
- Complete “Guiding Questions” worksheet (see illustration) and “Group and Individual Rating Scale” in the cooperative learning groups used in the simulation activity.

***Classroom Organization—Instructional Support***

- Invite the principal, vice principal, or a police officer to talk to the class about the importance of rules and laws on their respective levels of government.

***Classroom Organization—Environmental Conditions***

- Large tables or work areas for the concentration games, dictionary work, illustrations, and cooperative group work

***Classroom Organization—Instructional Materials Adaptive Equipment***

- Set of 20 flash cards for the concentration game for each pair
- Dictionaries for definitions
- Paper, ruler, colored pencils, markers, and other drawing materials for creating illustrations
- “Guiding Questions” worksheet to structure preamble evaluation

***Student Response—Response Format & Response Procedures***

- Create “forms of government” illustrations.
- Discuss and complete T-chart of similarities and differences.
- Complete “Guiding Questions” worksheet and “Group and Individual Rating Scale” in cooperative learning groups.



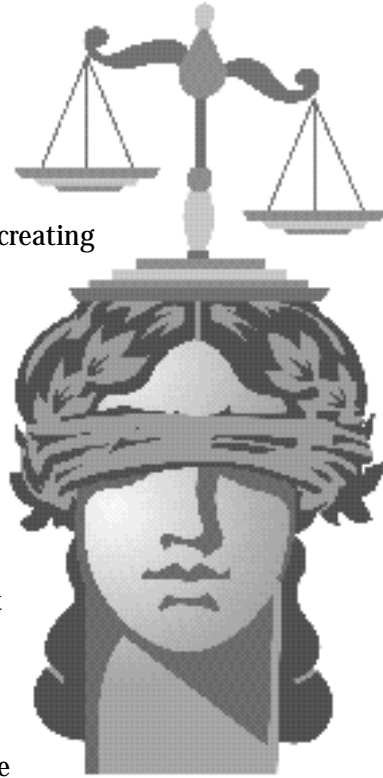
## Flash Card Examples for Concentration Game

<b>Executive Branch</b>	One branch of the government; decides how to enforce laws; works with the President to run the government
<b>Legislative Branch</b>	One branch of the government; made up of the two houses of Congress (House of Representatives and Senate); writes the laws
<b>Judicial Branch</b>	One branch of the government; the Supreme Court decides if laws are constitutional or unconstitutional; other courts interpret the law
<b>Bicameral Legislature</b>	Congress composed of two houses
<b>President</b>	May veto bills of Congress and may appoint judges to the Supreme Court
<b>Congress</b>	May disapprove presidential treaties and appointments; may impeach President; may propose amendments or new laws to overrule judicial decisions; may impeach federal judges
<b>Supreme Court</b>	May declare laws made by Congress unconstitutional, may declare executive actions unconstitutional
<b>Majority Rule</b>	A political arrangement in which the greater number of group members hold the power to make decisions for all
<b>Minority</b>	A smaller group within a whole group
<b>Tyranny</b>	Total power of a person or group over others, especially when exercised unjustly or cruelly

**Note:** 20 cards: 10 with terms + 10 with definitions

## Guiding Questions to Evaluate Student Laws Using the Six Principles of the Preamble

1. **“We the people”:** Did all of us agree to the laws that we devised? Explain.
2. **“To form a more perfect union”:** Were we interested in creating laws for the good of the entire island and its government? Explain.
3. **“Establish justice”:** Are our laws written to maintain justice? Explain.
4. **“Insure domestic tranquility”:** Will our laws bring about peace and harmony for all people? Explain.
5. **“Secure the blessings of liberty”:** Do these laws provide freedom for everyone on the island? Explain.
6. **“To ourselves and our posterity”:** Will these laws last and benefit our children? Explain.



## Group and Individual Rating Scale for the Law-Making Process

On a scale of 1 (**not well**) to 5 (**great!**), rate how well you and your group **worked together** to create laws for your island.

- |  | Rating |
|--|--------|
| 1. All the members of the group cooperated.      | _____  |
| 2. All the members had a say in the laws.        | _____  |
| 3. All members agreed on the final five laws.    | _____  |
| 4. One or two members made all the decisions.    | _____  |
| 5. I contributed equally to the group decisions. | _____  |

Answer the following in complete sentences

1. Which form of government (monarchy, aristocracy, dictatorship, or democracy) did your group resemble the most? Explain.
2. What could your group have done differently to work more effectively?

# NEW JERSEY SOCIAL STUDIES CURRICULUM FRAMEWORK

## Sample Adaptations of Selected Learning Activities

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### SIGNIFICANT HISTORICAL PERIODS

#### Pharaohs of Ancient Egypt

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**Core Curriculum Content Standard: 6.3**

**Indicator: 7**

**Page Number: 138**

**Grade Level: 5-8**

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#### **Category of Adaptation:**

#### ***Instructional Presentation—Instructional Application***

A **flip book** is an alternative report format and study guide. Students can indicate their research findings using brief phrases and illustrations to enhance interest and memory. The abbreviated writing demands make this task accessible to a wide range of student abilities

A **timeline** illustrates the sequence of important events in a visual format. The act of creating a timeline enhances students' understanding and memory of events in time. A timeline can also be used as a manipulative review activity in which students reconstruct the timeline, matching dates with key events.

1. Brainstorm with students to assess their prior knowledge of the pharaohs of ancient Egypt. Record their responses on an overhead.
2. Introduce the names of pharaohs not mentioned by students (e.g., Menes, Hatshepsut, Thutmose III, Akhenaton, and Rameses II). Highlight these names in color and explain that students will discover the important roles these leaders played in the development of Ancient Egypt.

3. Discuss categories of contributions, including law, taxation, trade, and military stability. Emphasize each category by displaying and posting a word card in a different color during discussion. Keep the category cards displayed as a reference for research.
4. Demonstrate how to conduct research using reference texts and technology resources (CD-ROM, Internet).
5. Demonstrate on an overhead how to create a **flip book** to illustrate their research on the contributions of each ruler. Provide a template and an example of one pharaoh's achievements and the importance of these achievements (see illustration).
6. Arrange students in triads to develop a **timeline** illustrating the development of the three kingdoms of Ancient Egypt (see illustration).
7. Create a large class timeline by kingdom including dates, the names of the pharaohs, and key contributions. Add pictures to enhance memory of key accomplishments.

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### **Additional Adaptations**

#### ***Student Motivation–Student Involvement***

- Work in groups.
- Use technology.
- Construct the flip book.

#### ***Instructional Monitoring–Student Self-Management***

- Share drafts of their flip books in their cooperative groups. Students can add and revise based on peer and teacher feedback.
- Self-check and edit their timelines and research notes during class review.

#### ***Classroom Organization–Instructional Groups***

- Arrange students in heterogeneous groups to conduct research and to develop a timeline.

***Classroom Organization–Instructional Support***

- Model the research process and use of resources.
- Demonstrate and show example of flip book.


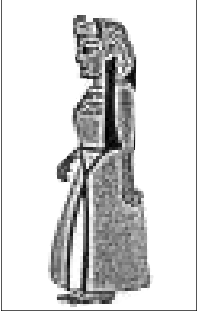
***Classroom Organization–Instructional MaterialsAdaptive Equipment***

- Reference materials including texts and technology (CD-ROMs), Internet sites.
- Model of flip book.

***Student Response–Response Format & Response Procedures***

- Complete research and timeline in cooperative groups.
- Complete individual flip books.
- Discuss in cooperative groups, then present and explain the most important achievement of each pharaoh.
- Discuss in cooperative groups, and then with the whole class, what the pharaohs had in common and why a strong, organized government was crucial to the development of a civilization.

# Ancient Egypt Flip Book

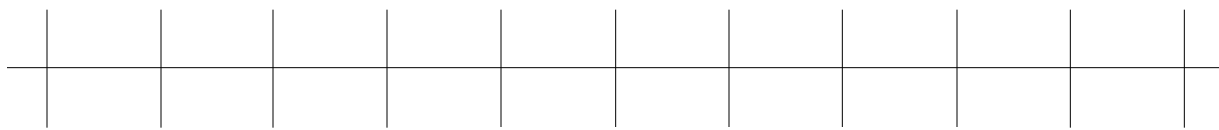
<p><b>Menes</b></p> 	<p><b>Queen Hatshepsut</b></p> 	<p><b>Thutmose III</b></p>		
<p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>■ Defeated King of Lower Egypt</li> <li>■ United Upper &amp; Lower Egypt</li> <li>■ Wore double crown to show the union of two lands</li> <li>■ Formed first Egyptian Dynasty</li> </ul>	<p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>■ Improved life at home</li> <li>■ Restored old temples</li> <li>■ Renewed peace &amp; prosperity</li> <li>■ Egypt became a mighty empire</li> <li>■ Ruled 1500 BC</li> </ul>			
			<p><b>Akhenaton</b></p>	<p><b>Rameses II</b></p>

# Timeline Kingdoms and Pharaohs

## MIDDLE KINGDOM

- Becomes stronger
- Art, literature, architecture advance

3100 BC 2750 BC 2260 BC 2061 BC 1784 BC 1570 BC 1400 BC 1070 BC



1991 BC  
Amenemhat I rules

1500 BC  
Hatshepsut rules

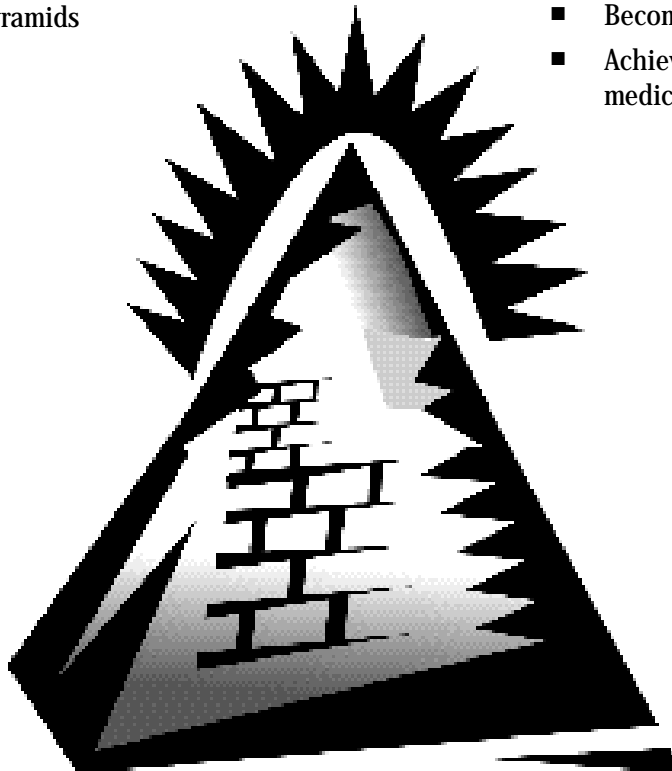
1200 BC  
Ramses II rules

## OLD KINGDOM

- Age of Pyramids

## NEW KINGDOM

- Becomes mighty empire
- Achievements: calendar, medicine, art





**NEW JERSEY SOCIAL STUDIES  
CURRICULUM FRAMEWORK  
Sample Adaptations of  
Selected Learning Activities**

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**INTERPRETING HISTORY**

**Perceptions of the Enemy: U.S.—Soviet Relations**

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**Core Curriculum Content Standard: 6.3**

**Indicator: 10**

**Page Number: 147**

**Grade Level: 10-12**

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**Category of Adaptation:**

**Instructional Presentation—Instructional Prompts**

**Adapted reading material:** Adding cues to use specific reading strategies, to understand vocabulary, and to clarify important information are several ways to make original source material accessible to students with disabilities. Additionally, segmenting text into short reading passages accompanied by a reaction guide structures students' thinking about what they have just read. For students with disabilities who may not have internalized self-questioning strategies to aid comprehension, this form of external structure is very beneficial.

A **reaction guide** aids students' reading comprehension by prompting students' reflection and reaction to material they have just read. Reaction guides are developed with statements or questions to which students must respond before continuing to read. Integrating reaction guides into short reading passages is an effective means of enhancing students' comprehension of challenging original source material.

1. Select one traditional and one revisionist document. (See Resource section for 6.3.10 in body of Framework.)
2. Prepare **adapted reading handouts** of excerpts of original source material (see illustration).
3. To aid in comprehending the passages, bold key vocabulary words and add definitions or clarifying statements in parenthesis. Add a **reaction guide** with statements or questions to focus reflection before proceeding to the next paragraph.
4. Read aloud excerpts of passages of the sources you have selected as students read along silently. Pause to explain vocabulary whenever necessary.
5. In triads, students complete the agree/disagree statements on primary source readings.
6. To evidence their learning, each student in the triad will construct a Venn diagram visualizing the consistency and changes in their own interpretation of containment.
7. In the same group structure, create Radio Free Europe two-minute propaganda announcements reflecting U.S. views in 1947 and 1985.
8. Deliver propaganda announcements to the class using props, visuals, etc. Videotape student presentations.

### Additional Adaptations

#### **Student Motivation–Teacher Involvement & Student Involvement**

- Show the film *Missiles of October*
- Show TV footage of JFK speech addressing the nation and placing an embargo against Cuba (10/22/62).
- Show TV footage of Khrushchev’s “We will bury you” speech at the UN.
- Play Billy Joel’s “We Didn’t Start the Fire” (music and video). Give students a copy of the lyrics to read as they listen to the music.
- Read a passage from a “spy” novel or view a small clip of a James Bond film.

#### **Instructional Monitoring–Teacher Management & Student Self-Management**

- Assign the role of task coordinator to one student in the triad.
- Direct students to complete a self-monitoring checklist to ensure they complete all tasks.

***Classroom Organization–Instructional Groups***

- Assign roles to students in each triad such as:
  - ✦ Soviet View Specialist
  - ✦ U.S. View Specialist
  - ✦ Consistent Specialist & Task Coordinator
- Students research, record, and present the material to the entire class.

***Classroom Organization–Instructional Support***

- Enlist media center support.
- Develop a survey questionnaire for use by students when interviewing parents about their memories and reactions to the events involving the United States and the Soviet Union during the Cold War.
- Prepare adapted reading material and Venn diagram.
- Locate TV and video resources.

***Classroom Organization–Instructional Materials Adaptive Equipment***

- Selected readings from 1940's and 1990's
- Agree/Disagree statements
- Venn diagram
- Overhead projector
- VCR
- Access to the Internet, magazines, access to copy machine
- Video camera to tape Radio Free Europe announcements
- Tape recorder, tapes, and earphones for students requiring a taped version of the Kennan text

***Student Response–Response Format & Response Procedures***

- Make a collage of NATO and Warsaw Pact leaders illustrating their nationalities and political identifications.
- Identify and find pictures of leaders who embraced Kennan's philosophy.

# Adapted Reading Handout and Reaction Guide

George F. Kennan

## THE COLD WAR and CONTAINMENT, 1947

Read each Kennan passage. In 1947 did Kennan agree or disagree with the following statements? Circle the correct response after each question. Use your highlighter to note where your answers came from.

We have seen how deeply that concepts (of antagonism between capitalism and socialism) had become **imbedded** in the foundations of Soviet power. It had profound implications for Russia's conduct as a member of the international society. It meant that there could never be on Moscow's side any sincere assumption of community of aims between the Soviet Union and powers which were regarded as capitalist. It invariably was assumed in Moscow that the aims of the capitalist world were antagonistic to the Soviet regime, and therefore to the interests of the peoples it controlled. If the Soviet government occasionally set its signature to documents which would indicate the contrary, this was to be regarded as a **tactical** maneuver permissible in dealing with the enemy (who is without honor) and should be taken in the spirit of **caveat emptor** (let the buyer beware).

1. Soviet ideology rejected capitalism, and the Soviets sought friendly relations with capitalist nations.

**Agree or Disagree**

2. Capitalist nations could not trust the Soviet government.

**Agree or Disagree**

The second of the concepts important to the Soviet outlook...was the **infallibility** of the Kremlin. The Soviet concept of power, which permitted no focal points of organization outside the party itself, required that the Party leadership remain in theory the sole **repository** (storage place) of truth...

On the principle of infallibility there rested the iron discipline of the Communist party. In fact, the two concepts were mutually self-supporting. Perfect discipline required recognition of **infallibility**. Infallibility required the observance of discipline. And the two together determined the behavior of the entire Soviet apparatus of power. But their effect could not be understood unless a third factor was taken into account: namely, the fact that the leadership was at liberty to put forward for tactical purposes any particular thesis which it found useful to the cause at any particular moment and to require the faithful and unquestioning acceptance of that thesis by the members of the movement as a whole. This meant that truth was not a constant but was actually created, for all intents and purposes, by the Soviet leaders themselves.

3. The Soviet government always was completely honest with its members.

**Agree or Disagree**

4. Communist party members were taught to question closely every move the Soviet government makes.

**Agree or Disagree**

5. Communist party leaders always imposed their will on Soviet citizens.

**Agree or Disagree**

**Note:** Bolding key words and adding definitions or clarifying notes in parentheses aids reading comprehension.

# NEW JERSEY SOCIAL STUDIES CURRICULUM FRAMEWORK

## Sample Adaptations of Selected Learning Activities

### WHEN SOCIETY FAILS THE INDIVIDUAL

#### *Many Faces, One Family*

**Core Curriculum Content Standard: 6.4**

**Indicator: 3**

**Page Number: 168**

**Grade Level: 3-4**

#### **Category of Adaptation:**

##### ***Instructional Presentation—Instructional Preparation***

**Brainstorming** is a strategy to create interest in a new topic and prime students to learn new information. Brainstorming asks students to think about what they know (or think they know) about a topic before new information is presented. Making students aware of what they already know helps them to develop associations between new and previously acquired information, thereby enhancing memory.

#### **Category of Adaptation:**

##### ***Instructional Presentation—Instructional Prompts***

**Modeling** the thinking process—including steps in a task—enhances students' understanding of the activity beyond verbal directions or explanations. Through demonstration, students see as well as hear what they are expected to do and, most importantly, how to undertake the process.

### Category of Adaptation:

#### *Instructional Presentation–Instructional Application*

**Drawing is another means of expressing ideas and enhancing associations. For some students with disabilities, drawing is an easier mode of expression than written description. For these students, illustrations enable them to express their understanding in richer detail. Illustrations may then serve as a springboard to facilitate oral or written expression.**

1. Ask students to **brainstorm** individually why a person might immigrate to the United States using an “Open Mind” graphic (see illustration).
2. Display and discuss students’ collective responses on an overhead
3. To build background knowledge, read aloud a book suitable to your grade level about the immigration process.
4. As a follow-up activity, **model** how to create a “double entry” journal on the board or overhead. Show students how to recall and record incidents from the book and then, how to record their reactions or feelings to each event (see illustration). Some students may need to draw pictures and then **dictate** their ideas to a teacher or peer. Their statements can then be copied or traced below their pictures.
5. Dress up in costumes and role-play what happened to the immigrants when they arrived at Ellis Island.
6. Show students how to create three **drawings** showing the sequence of immigration including the journey, arrival, and admissions process. Provide a template with a space for each drawing as well as space and/or lines to add a written description. Again, some students may need to dictate their descriptions and then copy or trace their sentence(s) below their pictures.
7. Create individual student books to illustrate the immigration process, and provide time for students to read their books to their peers.
8. Ask students to select one picture from their book to copy and include in a “class quilt” of the immigration process (see illustration).

## **Additional Adaptations**

### ***Student Motivation–Student Involvement***

- Engage in role-play.
- Take pictures and record presentations using a movie camera.
- Create a class quilt.

### ***Classroom Organization–Instructional Groups***

- Cooperative groups set up the role-playing skit.
- Pairs can work on ideas for their drawings.

### ***Classroom Organization–Instructional Support***

- Demonstrate how to recall and record incidents and reactions to create the double entry log.
- Transcribe students' dictation.

### ***Classroom Organization–Environmental Conditions***

- Chairs set up for story time and role-playing.

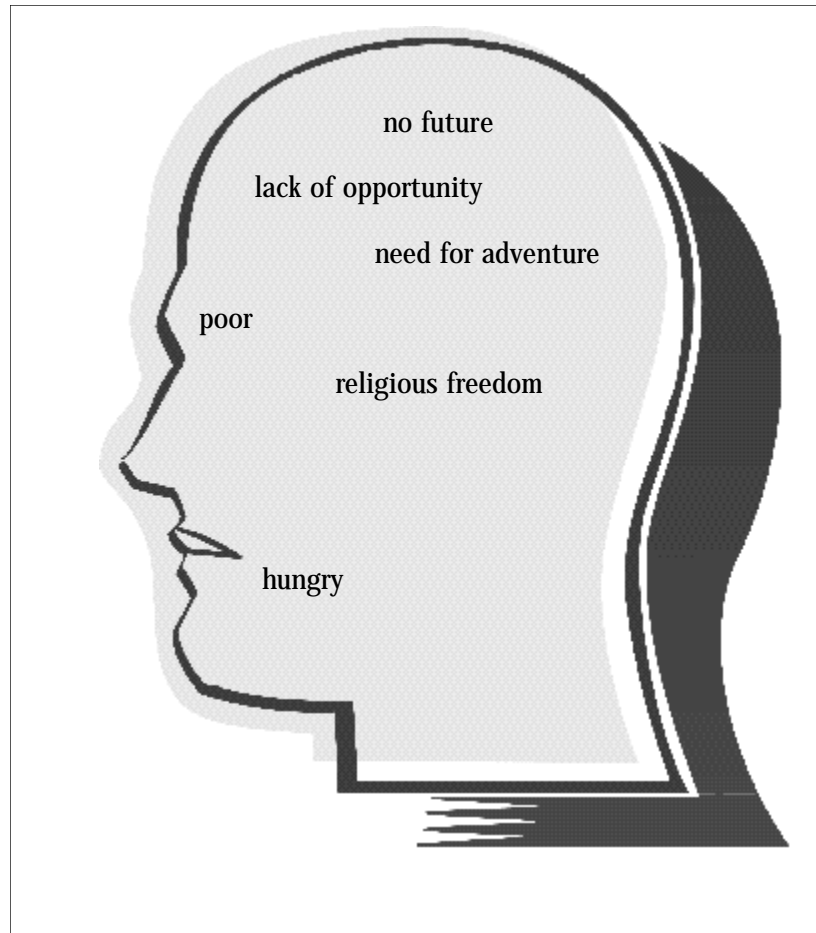
### ***Classroom Organization–Instructional Materials Adaptive Equipment***

- Books on immigration
- Graphic organizers for brainstorming and double entry logs
- Template for illustrations and descriptions
- Old clothing and props for role-playing (e.g., long skirt, luggage)

### ***Student Response–Response Format & Response Procedures***

- Encourage written response in journal, but allow students to use pictures to initially communicate ideas and reactions.
- Dictate responses as needed.
- Share books with peers.

## Open Mind



Children pretend that this is a head of someone immigrating to America. They brainstorm why this person has left his or her homeland. These reasons are written inside the outline of the head. Children can use pictures, words, or sentences when brainstorming.

Adapted from Current Best Strategies for 4th Grade by Jane Duke, Bureau of Education & Research.



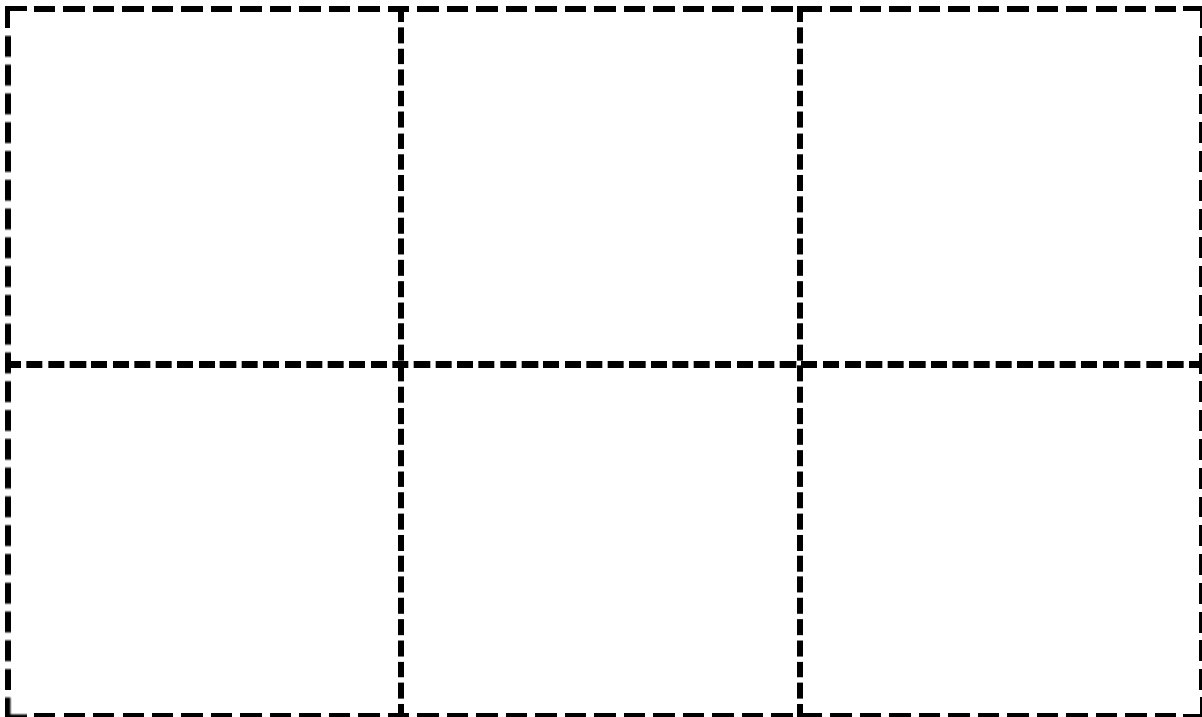
## Double Entry Journal\*

Incident	Response
1. I spent three weeks traveling in small quarters.	1. The journey was horrible, uncomfortable, and wretched. I hardly had space to move.
2. As the ship pulled up at a New York pier, the upper class walked down the gangplank.	2. I hate being poor. I don't deserve this treatment.
3. The medical examiners checked out the immigrants to see if they were healthy enough to stay in America.	3. I'm scared to get my eyes examined. The doctors flip up the eyelids using hairpins or buttons.

\*Children listen to a story about immigration. They then write about an incident from the book on one side of the sheet. On the other side, they write their reactions or feelings about the incident. Model with the whole class first, then give each student his or her own journal page to work on. The student can respond with pictures, words, or symbols.

## Create a Quilt

1. Give each student a square piece of paper.
2. Draw a scene about the immigration process. (Children must first be exposed to the events by listening to many stories.)
3. Children decide which scenes come first (e.g., traveling to America) and arrange them on the floor.
4. Tape squares together to display.



**NEW JERSEY SOCIAL STUDIES  
CURRICULUM FRAMEWORK  
Sample Adaptations of  
Selected Learning Activities**

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**SOCIETIES GROW ACROSS TIME AND SPACE**  
*The Garden State*

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**Core Curriculum Content Standard: 6.4**

**Indicator: 5**

**Page Number: 174**

**Grade Level: 6-8**

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**Category of Adaptation:**

***Instructional Presentation—Instructional Prompts***

**Graphic organizers** are a visual means of structuring and displaying information to aid attention, comprehension, and recall of important material. They are also useful tools for note-taking and prewriting activities. Graphic organizers can structure information categorically through maps or charts to illustrate patterns such as sequence of events, compare and contrast, cause and effect, or problems and related solutions.

A **writing frame** contains cues such as directions, signal words, and labels to prompt students to include particular information. The writing frame also models cohesive paragraph structure.

### Category of Adaptation:

#### *Instructional Monitoring–Student Self-Management*

A **writing skills checklist** can be used to assist students to independently view and revise their draft essays. By highlighting selected skills, teachers can individualize elements that students must attend to.

1. Assign students in triads to research and record data for their investigations.
2. Teams will research the historical development of land use and road building in Northern New Jersey, Southern New Jersey, or the United States in general between 1900 and the present.
3. Provide **graphic organizers** to record information (see illustrations).
4. Discuss and demonstrate how to use maps, an atlas, The WPA Guide to New Jersey CD-ROMs, and the Internet to obtain information.
5. Following the research activity, have groups share data recorded on graphic organizers to determine if there is a pattern of similarities or differences between New Jersey's land and road development and that of the United States in general. (Options: graphic organizers can be photocopied, quadrants cut apart and grouped with similar categories for comparison/contrast, and shared among teams, if deemed appropriate.)
6. Provide a comparison and contrast chart for teams to record data as findings are shared.
7. Provide students with a **writing frame** and a **writing skills checklist** to develop their summary essays (see illustrations).

### Additional Adaptations

#### *Student Motivation–Student Involvement*

- Conduct research with peer support.

#### *Instructional Monitoring–Teacher Management & Student Self-Management*

- Provide written prompts for paragraph and/or essay writing.
- Provide a writing skills checklist for self-assessment.

***Classroom Organization–Instructional Groups***

- Arrange students in triads.
- Assign roles of reader, recorder, and checker. Roles can be rotated, as appropriate.

***Classroom Organization–Instructional Support***

- Demonstrate the research process, how to access resources and record information on graphic organizers.
- Focus student attention on key areas of investigation with graphic organizers. These tools enable all groups to have data, which can be compared in like categories for discussion and writing activities.

***Classroom Organization–Instructional Materials Adaptive Equipment***

- Graphic organizers for New Jersey road construction and land use (see illustration)
- Graphic organizers for United States roads/land
- Compare/Contrast graphic organizers (see illustration)
- Writing frame (see illustration)
- Writing skills checklist (see illustration)

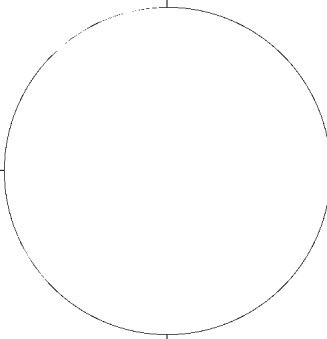
***Student Response–Response Format***

- Complete graphic organizers, including compare/contrast charts, in triads.
- Write individual essays about findings.

# Graphics Organizers for Data Collection

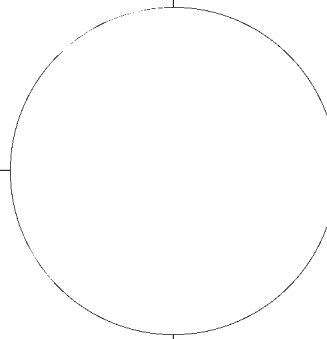
## ROAD CONSTRUCTION - 1900 to PRESENT

### North Jersey

Where were roads built?	When were roads built?
	
Who oversaw road building?	What influenced road building?

### Yellow

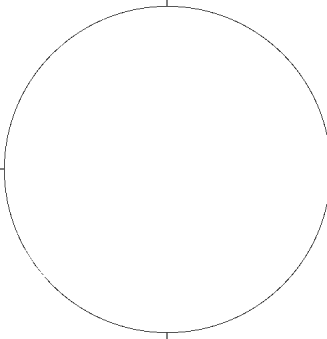
### South Jersey

Where were roads built?	When were roads built?
	
Who oversaw road building?	What influenced road building?

### Green

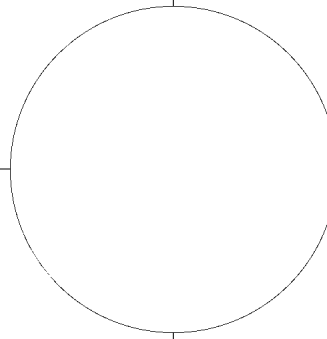
## LAND USE - 1900 to PRESENT

### North Jersey

Residential	Industrial
	
Farming	Recreational

### Blue

### South Jersey

Residential	Industrial
	
Farming	Recreational

### Gray

## Compare/Contrast Graphic Organizers

How are Northern and Southern  
New Jersey **ALIKE?**

**North**

**South**

**Where were  
roads built?**

**When were  
roads built?**

**Who oversaw  
the road  
building?**

**What  
influenced  
road  
building?**

How are Northern and Southern  
New Jersey **DIFFERENT?**

**North**

**South**

**Where were  
roads built?**

**When were  
roads built?**

**Who oversaw  
the road  
building?**

**What  
influenced  
road  
building?**

## Essay Writing Frame

Use the writing frame below to develop a “compare and contrast” essay. Your essay should contain four basic parts:

1. An opening sentence that **introduces** your findings.
2. Statements that express how the two ideas, things, or people are **alike**.  
Use signal words like both, ~~alik~~, similar, same, and resemble
3. Statements that express how the two ideas, things, or people are **different**.  
Use signal words like but, although, in contrast to, ~~unlik~~ and while.
4. A **concluding** sentence that summarizes your belief or findings.

ESSAY WRITING FRAME	
<hr/>	
<hr/>	
Introductory Sentence	
<hr/>	
Comparison Sentences	
<hr/>	
<hr/>	
<hr/>	
<hr/>	
Contrast Sentences	
<hr/>	
<hr/>	
<hr/>	
Concluding Sentence	



# Writing Skills Checklist

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Writing Assignment: \_\_\_\_\_

As you write the final draft of your assignment, focus on the specific skills that are checked or highlighted below

## Capitalization

- ☐ beginning of sentences
- ☐ days of the week
- ☐ names of the month
- ☐ holidays
- ☐ street names
- ☐ title
- ☐ proper names
- ☐ abbreviations

\_\_\_\_\_  
\_\_\_\_\_

## Punctuation

- ☐ sentence ending
- ☐ commas: month, day, year
- ☐ commas: city, state
- ☐ commas: a series
- ☐ commas: compound sentence
- ☐ apostrophes: contractions
- ☐ apostrophes: possessive nouns
- ☐ apostrophes: quotation marks

\_\_\_\_\_  
\_\_\_\_\_

## Usage

- ☐ subject/verb agreement
- ☐ proper use of irregular verbs
- ☐ no double negatives
- ☐ complete sentences

\_\_\_\_\_  
\_\_\_\_\_

## Creativity

- ☐ contains original thoughts
- ☐ varies sentence beginnings
- ☐ wide variety of vocabulary

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Writing

- ☐ develops main idea
- ☐ uses paragraphs
- ☐ uses details
- ☐ effective dialogue

\_\_\_\_\_  
\_\_\_\_\_

## Spelling

- ☐ uses standard rules
- ☐ uses correct homonyms

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**NEW JERSEY SOCIAL STUDIES  
CURRICULUM FRAMEWORK  
Sample Adaptations of  
Selected Learning Activities**

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**SOLVING SOCIETY'S PROBLEMS**  
*Fair Housing Act of 1985*

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**Core Curriculum Content Standard: 6.4**

**Indicator: 10**

**Page Number: 185**

**Grade Level: 9-12**

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**Category of Adaptation:**

***Instructional Presentation—Instructional Application***

**Drawing** is an alternate means of expressing ideas and enhancing associations. For some students with disabilities, drawing is a way to enhance their memory of linguistic material, such as new vocabulary or summaries of information they have heard or read.

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**Category of Adaptation:**

***Instructional Presentation—Instructional Prompts***

Providing **reference material** in a clear readable format makes information accessible to students with handwriting, spelling or memory difficulties. Students with disabilities who have limited handwriting or spelling skills may be unmotivated to write or to read their own handwriting. For students who have difficulty recalling basic facts or steps in a process, reference material assists students to apply information, facilitating both use and memory.

**Guided reading/note-taking guide** is a structure to aid students as they read text. The questions in the guide provide a focus for reading by directing students to search for specific information while they read.

1. Introduce vocabulary indigenous to the study of The Fair Housing Act of 1985 by providing students with a glossary of terms. Discuss examples of each. Students will use the glossary as a **reference** to conduct their research (see illustration).
2. Assign students to groups of four to create **drawings** of the vocabulary terms using a graphic organizer. Jigsaw the new vocabulary and review in parts (see illustration).
3. Review process for accessing articles from the SIRS (Social Issues Resources Series) database using a **SIRS reference guide**. Familiarize class with words that are listed in bold on the SIRS reference guide, and emphasize self-questioning after students have read the directions (see illustration).
4. Demonstrate how to locate an article on Fair Housing using SIRS.
5. Model reading and note-taking using the **guided reading/note-taking guide** (see illustration).
6. Students work in pairs to locate an article on SIRS and then individually record important points and information on their guides.

## Additional Adaptations

### **Student Motivation–Student Involvement**

- View examples of different qualities of housing in the United States and in the local community.
- Read an editorial from the New York Times related to fair housing to examine arguments made.

### **Instructional Monitoring: Teacher Management and Student Self-Management**

- Monitor students' work on the SIRS database for procedures, content, and spelling. Accuracy in spelling will cut down on the frustration of finding information.
- Students may have "cue" cards with all correctly spelled vocabulary needed for data entry.

### **Classroom Organization–Instructional Groups**

- Assign students to heterogeneous groups (quads and pairs). Assign students the roles of recorder/drawer, materials manager, task coordinator, and spell checker.

***Classroom Organization—Instructional Support***

- Demonstrate how to conduct research using SIRS.
- Prepare reference guides and note-taking materials.

***Classroom Organization—Environmental Conditions***

- Alternate from classroom to media center or computer lab.

***Classroom Organization—Instructional Materials Adaptive Equipment***

- “Glossary of Words Associated with Fair Housing” (see illustration)
- “Graphic Interpretations of Vocabulary Terms Associated with Fair Housing” (see illustration)
- “Reference Guide to Using SIRS” (see illustration)
- “Guided Reading/Note-Taking Guide” (see illustration)
- Computers
- SIRS research
- Master Maps CD-ROM for Windows (1995 Soft Key Multi Media)
- Internet access

***Student Response—Response Format***

- Complete a written evaluation at the completion of the assignment reflecting on how fair housing has impacted on their personal lives.
- Write an editorial to the local newspaper expressing views on how they see the housing issue in their town.



## Glossary of Words Associated with Fair Housing



<b>Absentee Landlord</b>	The owner of a house who rents to tenants but is not present to deal directly with problems
<b>Blue-Collar Neighborhood</b>	Community population made up of working nonprofessionals
<b>Fair Housing</b>	Housing that does not discriminate because of age, race, ethnicity, and disability and that meets acceptable living standards
<b>Gentrification</b>	Upgrading and rehabilitating of inner-city housing by young urban professionals
<b>Ghettoization</b>	Isolating a minority or ethnic group by restricting movement from their own neighborhood
<b>Racial Polarization</b>	The tendency toward society into separate groups based upon ethnicity
<b>Substandard Housing</b>	Housing that does not meet construction, safety, or health standards
<b>Subdivision</b>	Part of a tract of land that was surveyed and divided into lots for purpose of sale; a single-family home development
<b>Suburb</b>	An outlying part of a city or town usually within commuting distance to the city
<b>Trailer park</b>	A community where mobile home owners rent the land upon which the home stands
<b>White Flight</b>	The departure of the white middle class from urban to suburban neighborhoods
<b>Zoning Restriction</b>	The act of setting off an area or region as separate from adjoining areas by requiring certain characteristics; commercial zoning

# Graphic Interpretations of Vocabulary Terms Associated with Fair Housing



In the space provided, draw a **picture** and write a statement that describes your own interpretation of the vocabulary term listed.

<b>Absentee Landlord</b>	<b>Gentrification</b>
<b>Blue-Collar Neighborhood</b>	<b>Ghettoization</b>
<b>Fair Housing</b>	<b>Racial Polarization</b>

## Reference Guide to Using SIRS

**Description:** SIRS (Social Issues Resource Series) is a database of articles related to social issues, science developments, and issues within the topics of earth, life, physical, medical and applied science. Articles are selected from over 800 domestic and international magazines, newspapers, journals, and U.S. government documents.

**Getting Started:** Click on the SIRS icon. Read the instructions on each screen for guidance through your search.

### Search Options:

- From the main menu screen, select **SUBJECT HEADINGS, TOP BROWSE, or KEYWORD SEARCH.**
- Use the arrow keys to select **SUBJECT HEADINGS SEARCH.** Press **Enter.** The alphabetical list beginning with “a” appears on the screen. Start to type in your subject and press **Enter.** A list of titles for your subject appears. Use the down arrows to browse the list. Select function key **F5** for source (citation), **F4** for summary, **F6** to tag (select), and **F7** to print a summary of selected citations.
- Use Esc (escape) to go back one screen, **F2** to start another search, or **F10** to go back to the main menu.
- Use the arrow keys to select **TOPIC BROWSE SEARCH.** Press **Enter.** Use the arrow keys to select a topic. Press **Enter.** Use arrow keys to select the year. Press **Enter.** A list of articles will appear on screen. Use function keys **F4, F5, F6, or F7** as needed. Press **F10** to return to the main menu.
- Use arrow key to select **KEYWORD SEARCH.** Press **Enter.** Type in keyword search on lines combining terms as it is outlined. Boolean choices will be given. Press **Enter** after each line. Press **Enter** to see the numerical results of your search. Press **Enter** to see the articles. You may select **F7** for enhanced options if you want to add **title, author, or subject heading.** Press any key of **F6** for a new search. Use functions keys **F4, F5, F6, or F7** as needed. Use **F1** for help.
- Select **D** from the main menu, and press **Enter** to return to the Banner Screen.

## Guided Reading/Note-Taking Guide

Fill in the following table. Remember: Correct spelling is KEY!

<b>Subject:</b>	
<b>Title:</b>	
<b>Source:</b>	

As you read, search for the following information.

<b>What is/was the problem?</b>
<b>What steps were taken to address the problem by individuals?</b> (Who & What)
<b>What steps were taken to address the problem by government?</b> (Name of Agency & What)
<b>What steps were taken to address the problem by institutions?</b> (Name & What)
<b>In your own words, evaluate the outcome of the action taken.</b>



# NEW JERSEY SOCIAL STUDIES CURRICULUM FRAMEWORK

## Sample Adaptations of Selected Learning Activities

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### SUPPLY AND DEMAND

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**Core Curriculum Content Standard: 6.6**

**Indicator: 2, 4**

**Page Number: 247**

**Grade Level: K-4**

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#### **Category of Adaptation:**

##### ***Instructional Presentation–Instructional Preparation***

Simulations provide students with an opportunity to develop new concepts through an experiential activity. While these activities are very beneficial to enhance the learning of students with disabilities, some students may lose sight of the purpose of a multistep simulation without careful preparation. One means of providing preparation is to first engage students in an **introductory simulation**, a simpler version of the simulation that focuses on the key concept(s) to be developed.

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#### **Category of Adaptation:**

##### ***Instructional Monitoring–Student Self-Management***

Some students with disabilities have difficulty planning and reflecting upon their own activities. These students benefit from structures, such as **planning and reflection guides**, to help them to think about their actions before and after they engage in an activity

1. Engage students in an **introductory simulation** of the trading process using colored candy. Give each student three pieces of candy, all the same color. Each student has a different color of candy. The teacher begins by trading with one candy with one student. That student then trades with another student and so on until every student has had a chance to trade once. Conduct follow-up class discussion to review the motives of trades, the strategies used to trade, and whether or not each student is satisfied with his or her final candy collection and why.
2. To structure the trading simulation among countries, arrange students in triads, assign each triad an imaginary country, and provide each with objects to be trade. Each triad is also assigned a different task to perform.
3. To focus each group's trading activity, emphasize the group's goal—to secure objects to complete its assigned task.
4. To structure each group's planning and actions, provide each group with a **planning and reflection guide** and a graphic organizer to record trades made (see illustrations). Model on an overhead how to complete the guide.
5. Following the trades, discuss responses to the reflection questions to analyze each group's activity and how the experience applies to the real world.
6. Return to whole-group activities using materials for which the groups traded.

### Additional Adaptations

#### **Student Motivation–Teacher Involvement**

- Assessment is made by the teacher. A group grade based on completion of the project and an individual grade based on an individual student's response to the lesson are given.

#### **Instructional Monitoring: Teacher Management**

- The trading should be a timed exercise. Explain the length of time available, and give periodic time checks (e.g., “10 minutes left”).
- Students must work together to complete their group's task.

#### **Classroom Organization–Instructional Groups**

- Each group consists of a President (monitor), Secretary of Commerce (in charge of trading), and Attorney General (record trades and handle disputes). Explain and assign each group position. Students wear name tags with their positions.

- Groups are arranged into “countries.” Each country should have an area to display its name and articles to trade.

### ***Classroom Organization–Environmental Conditions***

- Arrange the room into separate groups of desks with three desks in each area.

### ***Classroom Organization–Instructional Materials Adaptive Equipment***

- Articles to be traded (articles distributed randomly so groups must trade) and task cards for each group
  - ✦ Task 1: One sheet of paper, a pencil, a drumstick, a tape recorder
  - ✦ Task 2: One sheet of newsprint, a box of markers, a ruler, a pen
  - ✦ Task 3: Five paper squares, a glue stick, colored pencils, a large sheet of construction paper
  - ✦ Task 4: A journal book, a pencil, a piece of chalk, an eraser
- Discussion outline for overhead or board
- “Planning and Reflection Guide”

### ***Student Response–Response Format***

- Distribute one task card to each group.
  - ✦ Task 1: Write and perform a song/rap about the trades made and why.
  - ✦ Task 2: Create a newspaper advertisement about articles to be traded and why.
  - ✦ Task 3: Draw a cartoon strip to show sequence of trades made.
  - ✦ Task 4: Write a group paragraph to persuade the class why your group made the best trades.

# Planning and Reflection Guide

Group Name: \_\_\_\_\_

Group Members: \_\_\_\_\_



<p><b>PLANNING</b> (before trading)</p>	<p><b>A. Group Materials</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol> <p><b>B. Materials Needed</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
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<p><b>REFLECTION</b> (after trading)</p>	<ol style="list-style-type: none"> <li>1. Did you end with materials needed to complete assignment?</li> <li>2. What problems did you encounter in trading?</li> <li>3. How does trading help or hinder a real-world country?</li> <li>4. How does this activity mirror the real world?</li> </ol>
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# Record of Trades



**TO BE TRADED**

**TRADE MADE**

**NEW JERSEY SOCIAL STUDIES  
CURRICULUM FRAMEWORK  
Sample Adaptations of  
Selected Learning Activities**

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**HOW TO EVALUATE AN ECONOMIC DECISION**  
**What Are Spotted Owls, Timber Products, and Magical Stones Really Worth?**

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**Core Curriculum Content Standard: 6.6**

**Indicator: 15**

**Page Number: 272**

**Grade Level: 9-12**

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**Category of Adaptation:**

***Instructional Presentation—Instructional Prompts***

**A research guide** provides direction to locate and record information.

It includes prompts such as key phrases, explanations  
hints or questions to guide students' research.

**Response statements** are a means to assess students' comprehension  
of essential content. By requiring students to generate an explanation  
and to provide evidence for their answers, teachers can  
evaluate students' understanding.

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**Category of Adaptation:**

***Instructional Presentation—Instructional Application***

**Creative writing** activities afford students a novel, imaginative  
way to interpret and apply new information. This type of activity can  
serve as a motivational technique, particularly for students who  
are reluctant to engage in more traditional question and answer formats

1. Show the film *The Grapes of Wrath* to show the impact of the Depression on families and individuals.
2. Conduct library research on John Maynard Keynes and the New Deal using a **research guide** (see illustration).
3. Distribute and review a reference list of New Deal Agencies also known as the Alphabet Agencies (see illustration).
4. Direct students to apply information about the impact of the depression on families and individuals through a **creative writing** activity. In groups of four, students compose and illustrate fictional stories which depict how the Alphabet Agencies could have helped various American families (see examples).
5. Display all illustrations and read aloud the stories for the entire class.
6. After completing the stories and illustrations, students evaluate the impact of the Great Depression on America, especially the adoption of Keynesian economics. Demonstrate how to complete the four **response statements** with a thesis statement, supporting details, and concluding statement to assess students' understanding (see illustration).

### **Additional Adaptations**

#### **Student Motivation–Teacher Involvement & Student Involvement**

- Show the full length movies or clips from John Steinbeck's
  - *The Grapes of Wrath*
  - *Cannery Row*
 (Have students keep emotional response journals.)
- Look up ads from the 1930s to get an idea of what items cost and what was available. Make posters or collages of this information.

#### **Instructional Monitoring–Teacher Management & Student Self-Management**

- Award cooperation and courtesy points for each group's participants.
- Display "Looks like" and "Sounds like" charts around the room so that students can always visualize what a working classroom is like.

**Classroom Organization—Instructional Groups**

- Assign students to heterogeneous groups to complete the creative writing activity.
- Assign the following group roles:
  - ✦ Fiction Coordinator
  - ✦ Illustrator
  - ✦ Copier
  - ✦ Presenter
- When designing groups, make sure that students have an opportunity to undertake different roles. Also ensure that students are prepared to succeed at their roles, with support if needed.

**Classroom Organization—Instructional Support**

- Develop research guide and reference list of agencies and the family scenarios.
- Demonstrate how to complete the four-statement worksheet.

**Classroom Organization—Environmental Conditions**

- Flat desks for drawing

**Classroom Organization—Instructional Materials Adaptive Equipment**

- “Research Guide: John Maynard Keynes and the New Deal” (see illustration)
- “New Deal Agencies” reference guide (see illustration)
- “Fictional Families”—three scenarios (see illustration)
- “The Great Depression: 4-Statements Worksheet” (see illustration)
- Print media and computers
- Poster paper and markers
- Internet or magazine pictures for visuals

**Student Response—Response Format**

- Complete research guide in pairs.
- Compose and illustrate fictional stories with their cooperative group.
- Students can photograph New Deal construction in their community.
- Interview family members who lived during the Depression.



# Research Guide

## JOHN MAYNARD KEYNES AND THE NEW DEAL

John Maynard Keynes was a British **economist** (one who studies the production, distribution, and consumption of wealth) who advised the United States government and FDR in the 1930s.

Keynesian theory of **deficit spending** is that government does not need a balanced budget (spending equals income) in a crisis situation. The government is advised to spend more money than it actually receives. This spending (on government programs) stimulates growth. When the economy eventually improves, it is easier for the government to pay off its debt because of an increase in tax revenues.

Compile five additional facts on Keynesian Economics:

- 1.
- 2.
- 3.
- 4.
- 5.



Make special note of how Keynesian ideas helped the environment.

HINT: What New Deal Agencies funded by big government addressed environmental concerns?



## New Deal Agencies

- AAA Agricultural Adjustment Administration.** Founded in 1933 to advise and assist farmers, and regulate farm production by limiting production. The Supreme Court declared it unconstitutional in 1936.
- CCC Civilian Conservation Corps.** 1933. Provided jobs for the unemployed. The CCC put young men from needy families to work at useful conservation projects like planting trees, building dams, and fighting forest fires. The young men lived in camps and were required to send part of their pay home.
- FCA Farm Credit Administration.** 1933. Provided long-term and short-term credit for farmers. The federal government first provided the capital for the FCA to start up.
- FCC Federal Communications Commission.** 1934. Regulates radio, telegraph, and telephone systems.
- FDIC Federal Deposit Insurance Corporation.** 1933. Insures bank deposits up to \$5,000.00 (in 1933; today it is \$125,000.00) and examines banks to insure safe business practices.
- FERA Federal Emergency Relief Administration.** 1933. This provided direct aid to the unemployed caused by drought or inability to find work.
- HOLC Home Owners Loan Corporation.** 1933. Granted long-term mortgage loans at low cost to homeowners in financial difficulty.
- NLRB National Labor Relations Board.** 1933. Was set up to enforce the Wagner Act, which guaranteed the rights of workers to form unions and bargain for better wages.
- NRA National Recovery Administration.** 1933. Was set up to help American industries prepare “codes of fair competition” that established standards wages, prices, and hours.
- NYA National Youth Administration.** 1935. Provided job training for unemployed youths and part-time work for needy students.
- PWA Public Works Administration.** 1933. Increased employment and purchasing power through the construction of useful public works, such as bridges, schools, courthouses, and dams.
- RA Resettlement Administration.** 1935. Was created to help needy farmers and migrant workers and to plan suburban communities.
- SEC Securities and Exchange Commission.** 1934. Set up to regulate the nation’s stock exchanges.
- SSA Social Security Administration.** 1935. Gave the government new responsibility for the welfare of the old and unemployed. Was set up to provide benefits for retired workers, employment insurance, and a health and child-welfare program.
- TVA Tennessee Valley Authority.** 1933. Built dams to produce electricity in a 41,000-square-mile region of the South. It sold this electricity to homeowners, farmers, and new industries.
- WPA Works Progress Administration.** 1935. Funded public works jobs for millions of American and supported the work of many artists, writers, musicians, and actors.

## Fictional Families

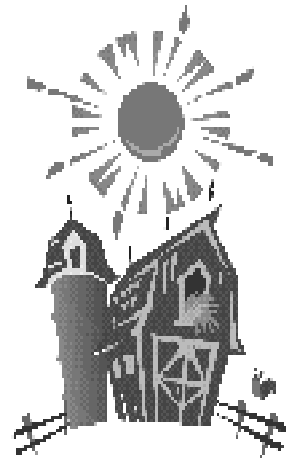
**Family #1.** Your family contains the members listed below in the setting described. Using at least eight agencies of the New Deal, make up and illustrate a story about how this fictional family could have coped during the Great Depression. Use your imagination. Have fun—but your story and pictures must show that you have acquired understanding about the 1930s in America.

The Jefferson family of western Oklahoma. It is 1935.  
They are sharecroppers.

George Jefferson, 40, and Chrissie Jefferson, 39

George and Chrissie's three sons: Jeremiah, 22;  
Lincoln, 20; and Tom, 15

George's parents: Jeremiah, 62, and Delia, 55



**Family #2.** Your family contains the members listed below in the setting described. Using at least eight agencies of the New Deal, make up and illustrate a story about how this fictional family could have coped during the Great Depression. Use your imagination. Have fun—but your story and pictures must show that you have acquired understanding about the 1930s in America.



The Johnson Family of Norris, Tennessee. The year is 1935. They were a family whose male members traditionally worked in the coal mines and loved to play country music.

Daniel Johnson, 48, and Sara Johnson, 44

Daniel and Sara's six children: Daniel, Jr., 26; Jim, 24; Jackie, 22;  
Daisy, 19; Mary, 17; and Ricky, 11

Daniel, Jr.'s wife Alice, 22, and their baby, Danny, 2

**Family #3.** Your family contains the members listed below in the setting described. Using at least eight agencies of the New Deal, make up and illustrate a story about how this fictional family could have coped during the Great Depression. Use your imagination. Have fun—but your story and pictures must show that you have acquired understandings about the 1930s in America.

The Rizzo family from Newark, New Jersey. The year is 1935. Frank Rizzo used to drive a delivery truck for a household appliance factory before the Great Depression began. He is out of work now. Theresa Rizzo met her husband in the late 1920s when she worked as a telephone operator and receptionist at a fancy department store. They have been married three years. Theresa's five younger siblings live with them. Theresa's parents are dead.

Frank Rizzo, 26, and Theresa Rizzo, 25

Theresa's five siblings: Christine De Stefano, 22; Mario De Stefano, 19; Tony De Stefano, 17; Joe De Stefano, 12, and Rose De Stefano, 8



# The Great Depression

## 4-STATEMENTS WORKSHEET

### Statement I

The Great Depression was the greatest **economic crisis** in American history.

Evidence:

### Statement II

The Great Depression brought deep changes in people's **attitudes** about government and responsibility.

Evidence:

### Statement III

During the Great Depression, organized labor acquired **new rights**.

Evidence:

### Statement IV

During the Great Depression, the New Deal (F.D.R.'s domestic policies) set in place **legislation** that reshaped American capitalism.

Evidence:

**NEW JERSEY SOCIAL STUDIES  
CURRICULUM FRAMEWORK  
Sample Adaptations of  
Selected Learning Activities**

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**USING MULTIPLE SOURCES IN LOCATION PROBLEMS**  
*New Jersey Geography II*

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**Core Curriculum Content Standard: 6.7**

**Indicator: 9**

**Page Number: 297**

**Grade Level: 5-8**

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**Category of Adaptation:**

***Instructional Presentation—Instructional Prompts***

**Mnemonics** are memory devices to help students recall factual information. Mnemonics can take several forms including key words, pictures and phrases

A **chart** is a form of graphic organizer that aids students in recording and remembering related information. Arranging information by categories with labels facilitates association and retrieval of material.

1. Using a United States classroom map, students determine the location of New Jersey in relation to the other states surrounding it, the bodies of water around it, etc.
2. Preview a copy of a New Jersey map with students on an overhead. Display a blank outline of the 21 counties first, and then show a map with counties labeled.
3. Demonstrate how to use resource material (e.g., reference texts, CD-ROMs, and the Internet) to find information about each county.

4. Model on an overhead how to complete the “New Jersey” summary chart listing each county, county seat, and point(s) of interest.
5. Arrange students in pairs to do their research and complete the summary chart.
6. Present the idea of a **mnemonic** device as a memory tool. Using the mnemonic study sheet (see “The Counties of New Jersey”) on an overhead, demonstrate how to complete the county mnemonic using their summary research chart.
7. Show students how to practice the county mnemonic in pairs and award bonus points to those who can demonstrate their knowledge of all counties. Allow students to determine when they want to take the “test” to show they have mastered the names of the counties.
8. As a summary activity, have students complete a book of New Jersey counties displaying information from their research (see “Book of New Jersey Counties” sample page).

### **Additional Adaptations**

#### **Student Motivation–Student Involvement**

- Work in pairs to research and study new information
- Use a variety of technology resources, including CD-ROMs and Internet, with video and pictures to supplement text.

#### **Instructional Monitoring: Teacher Management**

- Discuss goal setting and time management: What needs to be done? When?
- Rotate among groups to ensure students are following directions and are able to complete their assignments appropriately.
- Conduct debriefings periodically with the entire class to give feedback on good strategies and areas of difficulty as well as to answer questions.

#### **Classroom Organization–Instructional Groups**

- Arrange students in pairs to complete activities.

***Classroom Organization—Instructional Support***

- Collect reference materials.
- Prepare student materials: four-column chart on counties and points of interest, mnemonic study guide, and template for county book.
- Demonstrate how to use reference tools to do research and how to complete each activity.

***Classroom Organization—Instructional Materials Adaptive Equipment***

- Classroom map of the United States
- Maps of New Jersey—outline and complete maps
- Computer research and CD-ROMs for reference
- Reference texts and handouts containing New Jersey state information
- Internet address of New Jersey Web site: [www.state.nj.com](http://www.state.nj.com)

***Student Response—Response Format & Response Procedures***

- Complete summary chart, mnemonic study sheet, and book of New Jersey counties.
- Conduct a follow-up activity to create a model of New Jersey depicting natural regions, landforms, and other features through clay models, a cake, papier-mâché, a mural, a slide show, etc.

## New Jersey



Name: \_\_\_\_\_

In the first column list ten counties in New Jersey.

In the second column, list the county seat of that particular county.

In the third column list at least one point of interest in that county.

In the fourth column add details about points of interest.

	County	County Seat	Point(s) of Interest	Details
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10.	_____	_____	_____	_____

Note: A point of interest may include:

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| ■ Fishing                         | ■ Historical site                 |
| ■ Mining                          | ■ Recreation area                 |
| ■ Manufacturing                   | ■ Residence of a famous person    |
| ■ College/University              | ■ Cultural site (museum, theater) |
| ■ Natural resource (pine barrens) | ■ Agriculture (cranberry bog)     |



# The Counties of New Jersey

Name: \_\_\_\_\_

Using the following information, you will be able to create a mnemonic device to help you remember 21 counties of New Jersey.

**1,2,3–A,B,C, 2,3,4–H,S,M**

**Every Gorilla Opens UnderWear Packages**

**Directions: Fill in the county name that begins with the specified letter**

1. There is 1 county that begins with an A: \_\_\_\_\_
2. There are 2 counties that begin with B: \_\_\_\_\_, \_\_\_\_\_
3. There are 3 counties that begin with C: \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_
4. There are 2 counties that begin with H: \_\_\_\_\_, \_\_\_\_\_
5. There are 3 counties that begin with S: \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_
6. There are 4 counties that begin with M: \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_
7. Using the first letter of each word in the sentence, “**E**very **g**orilla **o**pens **u**nderwear **p**ackages,” we can find the rest of the 21 counties.
 

E \_\_\_\_\_

G \_\_\_\_\_

O \_\_\_\_\_

U \_\_\_\_\_

W \_\_\_\_\_

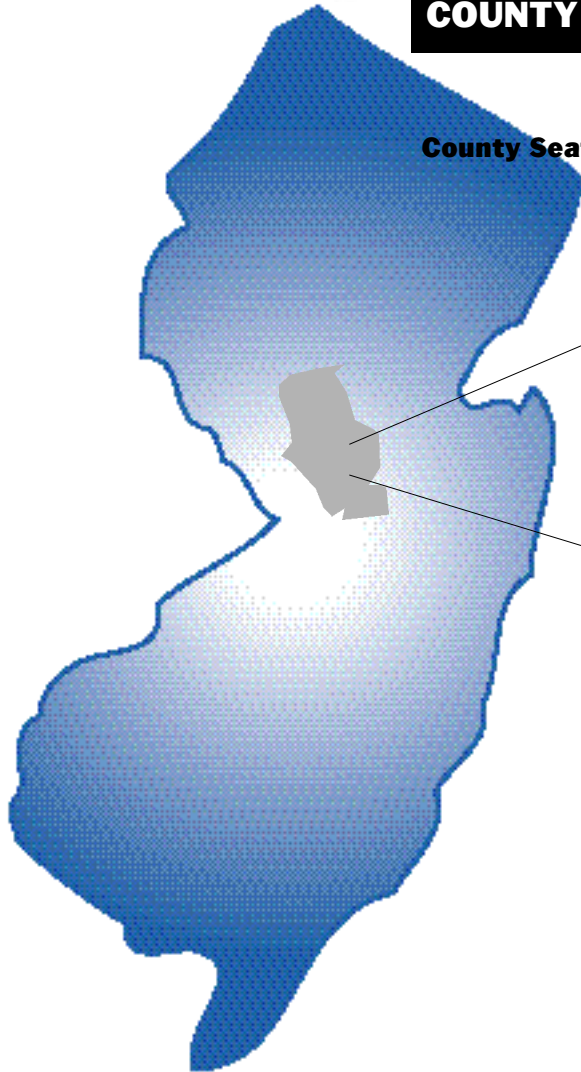
P \_\_\_\_\_

**I hope that you enjoyed doing this, and that it will help you  
to remember the counties of our state**

# Book of New Jersey Counties

## COUNTY - MIDDLESEX

**County Seat: New Brunswick**



New Brunswick (county seat)

Rutgers University (point of interest)  
Chartered in 1776 as Queens College, the  
eighth institution of higher learning  
founded in the colonies

Middlesex County

Directions: On each page, list a county, the county seat, and at least one point of interest in that county. Locate this information on your map. For extra credit, include detailed information on your point of interest.

# NEW JERSEY SOCIAL STUDIES CURRICULUM FRAMEWORK

## Sample Adaptations of Selected Learning Activities

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### USING MAPS TO SOLVE PROBLEMS

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**Core Curriculum Content Standard: 6.7**

**Indicator: 11**

**Page Number: 301**

**Grade Level: 12**

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#### **Category of Adaptation:**

#### ***Instructional Presentation—Instructional Preparation***

**A physical model is a concrete representation of concepts and relationships. Using physical models facilitates concept development and exploration in a fun, novel way. Physical models permit students to observe phenomena from multiple perspectives and to change aspects of the model.**

1. Students create a **physical model** of latitude and longitude on the classroom floor using colored string or twine. One color is used to represent lines of longitude and a different color is used to represent lines of latitude. The center horizontal and vertical lines are labeled 0° with Post-it notes. Each of the remaining lines is labeled by 10s starting from zero. The desks can be used to outline the grid with labels for the four main directions: North, South, East, and West.
2. The students then place different objects at many different points below the grid. Individually or in teams of two, students locate the “address” of the different objects (e.g., stapler: 0° E, 20° S; ruler: 35° W, 15° N; textbook, 10° E, 40° S).
3. Place a much larger object (such as a garbage can, a cot spread out, several pieces of paper taped together, or a poster) under the grid. Students should give the “address” of the boundaries of the object.

4. Propose that the object is an area of dispute between three different countries and must be split. Student pairs must determine how to divide the area using lines of latitude and longitude. Pairs must write clear directions and “addresses” for the divisions.

### **Additional Adaptations**

#### **Student Motivation–Student Involvement**

- Movement and use of objects creates interest.

#### **Classroom Organization–Instructional Groups**

- Students need to work cooperatively to create the grid. Assign group roles for different tasks (e.g., furniture arranger, timekeeper, longitude number markers, latitude number markers).

#### **Classroom Organization–Environmental Conditions**

- Move the desks to form a grid to outline the area.

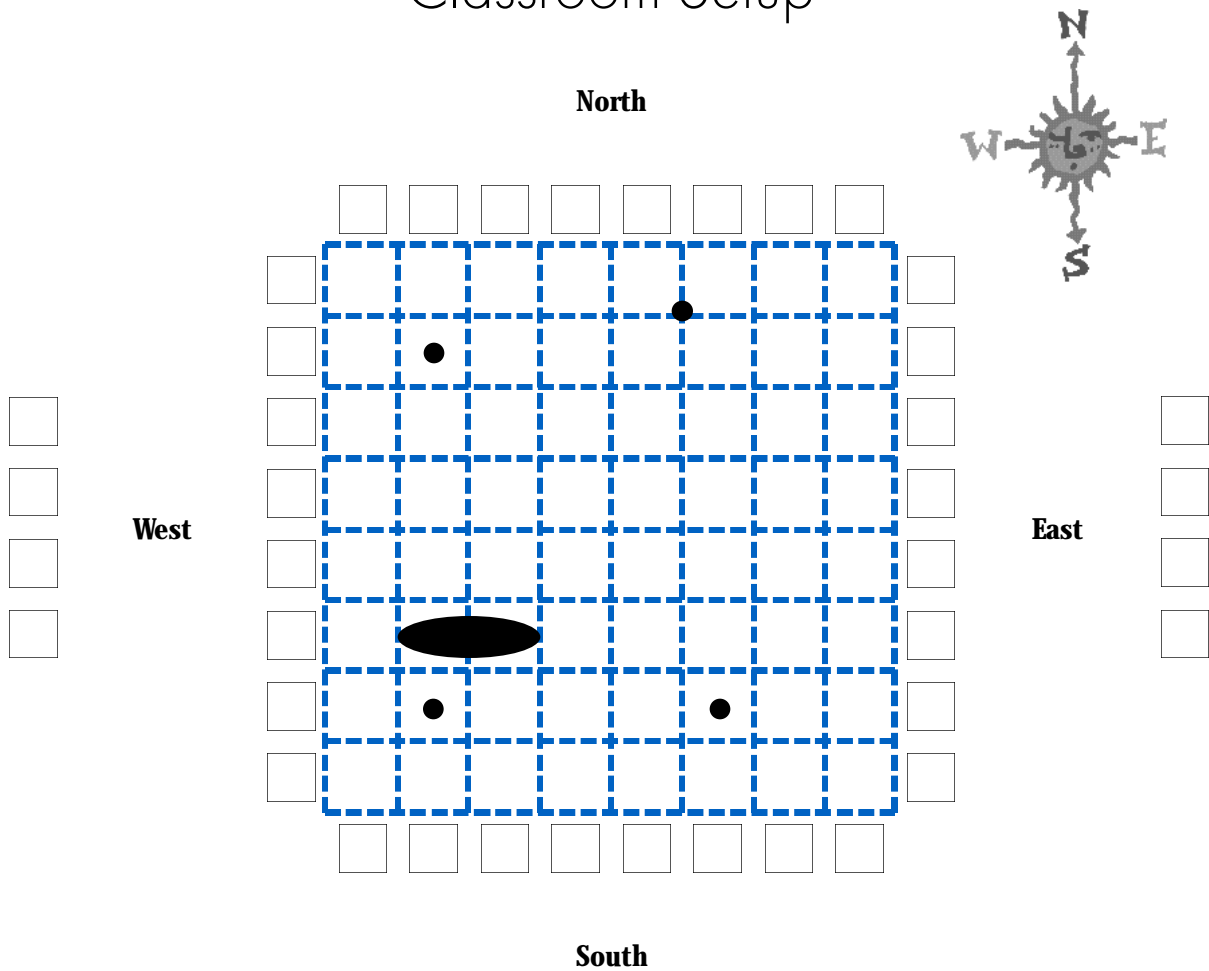
#### **Classroom Organization–Instructional Materials Adaptive Equipment**

- Color string or twine and tape
- Post-it notes
- Markers and paper
- Common classroom objects: ruler, scissors, tape, book, etc.
- One larger item

#### **Student Response–Response Format & Response Procedures**

- Students individually write a decision concerning the division of the disputed area. They must include “addresses” for the splitting of the disputed area.

# Classroom Setup



**STUDENTS' DESKS FORM A GRID.**

● - Individual objects

● - Disputed area

**NEW JERSEY SOCIAL STUDIES  
CURRICULUM FRAMEWORK  
Sample Adaptations of  
Selected Learning Activities**

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**NATURAL RESOURCES ARE THE NATION'S WEALTH**

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**Core Curriculum Content Standard: 6.9**

**Indicator: 1**

**Page Number: 344**

**Grade Level: K-4**

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**Category of Adaptation:**

***Instructional Presentation–Instructional Prompts***

**Highlighting** assists students to differentiate key features or terms  
facilitates categorization and retention of information.

A **research guide** provides direction to locate and record information.  
It includes prompts such as key phrases, questions, or hints  
to guide students' research.

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**Category of Adaptation:**

***Instructional Presentation - Instructional Application***

**Active learning** tasks engage all students simultaneously in the learning process  
These activities are a departure from traditional assignments by requiring students to  
apply their knowledge in ways that require movement, use of objects  
and discussion with other students

1. Brainstorm with entire class a list of natural resources that we need in order to live.
2. **Highlight** (with yellow marker) those items that could never be used up—**renewable resources**. Highlight (with another light colored marker) those resources that are in limited amounts or that can be used only once.
3. Plan an **active learning** task such as a scavenger hunt to search, first for renewable resources and then for nonrenewable resources.
4. Students go on a scavenger hunt around and/or outside the building. When they locate a renewable resource, they mark it with a Post-it labeled “R” and add the name of the item to their individual list of renewable resources.
5. After the search, students gather to make a group list and to discuss the renewable resources they found. The same process is repeated for nonrenewable resources (which are labeled “N”).
6. Students go to the library to research one resource of their choice using a **research guide**. Keep a resource information file using index cards (see illustration).
7. As a review activity, play a resource race game with pictures students have found of renewable and nonrenewable resources. Each student has two cards, in different colors, to use for responding. One card has the word “Renewable” and the other has the word “Nonrenewable.”
8. Hold up a picture and together students race to hold up the proper sign.

### **Additional Adaptations**

#### ***Student Motivation—Student Involvement***

- Use active learning tasks.
- Searching for pictures to illustrate their research maintains interest.

#### ***Instructional Monitoring: Student Self-Management***

- Provide rules for conducting the scavenger hunt to minimize distractions to other classrooms.

***Classroom Organization–Instructional Groups***

- Involve the entire class in brainstorming and the active learning tasks.
- Students individually use answer cards (labeled “Renewable” and “Nonrenewable”) to respond in the resource race game.

***Classroom Organization–Instructional Support***

- Demonstrate how to find information in the library and how to complete their “index card.”

***Classroom Organization–Instructional MaterialsAdaptive Equipment***

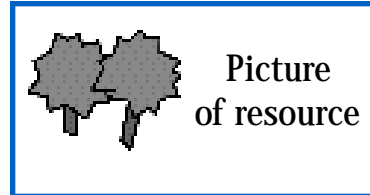
- Cards labeled “Renewable” and “Nonrenewable”
- Magazines for the collage
- Chart paper and highlighters
- Breakfast and house charts

***Student Response–Response Format & Response Procedures***

- Mark resources with Post-its and make resource lists.
- Complete resource “index card.”
- Hold up response cards in the resource race game.



## Research Guide



**NAME OF RESOURCE:** \_\_\_\_\_

**RENEWABLE** ☐      **NON RENEWABLE** ☐

**COUNTRY OR STATE CONTAINING THIS RESOURCE:** \_\_\_\_\_

**GEOGRAPHY OF AREA WHERE RESOURCE IS FOUND:** \_\_\_\_\_

**JOBS ASSOCIATED WITH RESOURCE:** \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

**Keep a resource information file using index cards**

**NEW JERSEY SOCIAL STUDIES  
CURRICULUM FRAMEWORK  
Sample Adaptations of  
Selected Learning Activities**

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**INTRODUCTION TO THE ENVIRONMENT**

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**Core Curriculum Content Standard: 6.9**

**Indicator: 2**

**Page Number: 346**

**Grade Level: 4**

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**Category of Adaptation:**

***Instructional Presentation—Instructional Preparation***

**Vocabulary development:** Creating an **A-Z list** is a fun way for students to recall key vocabulary related to a particular topic. When generated individually, the list can also serve as a tool for teachers to assess what each student knows at a particular point in time. The list can be compiled into a class list to which vocabulary can be added as new information is discovered.

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**Category of Adaptation:**

***Instructional Presentation—Instructional Prompts***

**Guiding questions** prompt students to search for specific answers. One format for questions is “Question-Answer-Detail” (Q.A.D.). This format poses a question and asks students to respond with a brief answer and supporting details. The graphic format adds novelty and permits a wide range of responses—from a few words to sentences—facilitating the participation of students with varying abilities.

**A framed paragraph contains cues such as sentence stems or segments to prompt students to include particular information. The framed paragraph also models cohesive paragraph structure.**

1. Provide each student with a map of the Amazon rain forest in South America to focus attention on key features and to guide discussion.
2. Direct students in pairs to locate and label geographical features on their maps using different colors.
3. Engage students in dramatic play using animal cutouts (laminated and attached to tongue depressors) to act out the problems of different animals in the story. Retell the events of the story using the animal cutouts.
4. Create an **A-Z vocabulary list** containing the names of animals, insects, and plants that can be found in the rain forest. Add to the list as students discover new information (see illustration).
5. Model for students how to conduct research to answer questions using the **guided question** format (see illustration).
6. Demonstrate how to use the information obtained to complete a **framed paragraph** to reflect on the importance of the rain forest and the effects of deforestation (see illustration).

### **Additional Adaptations**

#### **Student Motivation–Student Involvement**

- Retelling through the puppet show
- Working in groups

#### **Classroom Organization–Instructional Groups**

- Listen to the story as a class and retell the story using animal cutouts
- Students individually complete their own A-Z list, then share with a partner, and finally compile a class list.
- Assign students to cooperative heterogeneous groups with the roles of recorder, reader, and encourager to complete their guided questions.

***Classroom Organization–Instructional Support***

- Create graphic organizers and model how to conduct research.
- Assign students to cooperative groups to complete the research and note-taking task.

***Classroom Organization–Environmental Conditions***

- Area for the puppet theater

***Classroom Organization–Instructional Materials Adaptive Equipment***

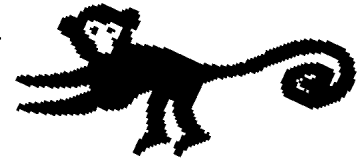
- Tongue depressors and patterns for animal cutout puppets
- Graphic organizers: A-Z list, Q.A.D. format
- Framed paragraph

***Student Response–Response Format & Response Procedures***

- Complete the A-Z vocabulary list to recall knowledge of the rain forest.
- Participate in a puppet show to retell animals' problems and story sequence.
- Complete the guided questions in groups.
- Complete the framed paragraph individually using the guided questions to reflect on the importance of the rain forest.



## Rain Forest A-Z List



<b>A</b>	avocado, anaconda, army ants, African violet	<b>N</b>	
<b>B</b>	banana, balsa, bamboo, butterflies, boa constrictor	<b>O</b>	
<b>C</b>	canopy, caiman, cinnamon, coconut, coffee, conservation	<b>P</b>	
<b>D</b>	dense, deforestation	<b>Q</b>	
<b>E</b>	endangered, extinct, ecology	<b>R</b>	rubber
<b>F</b>	ferns, frogs	<b>S</b>	
<b>G</b>		<b>T</b>	teak, tangerine
<b>H</b>		<b>U</b>	
<b>I</b>		<b>V</b>	
<b>J</b>		<b>W</b>	
<b>K</b>		<b>X</b>	
<b>L</b>		<b>Y</b>	
<b>M</b>	monkey	<b>Z</b>	

1. First students individually write 3-5 items on their list (any letter).
2. Then they can share their list with another person (add new information).
3. Next, the whole class shares their ideas to create a big class A-Z chart.
4. Finally, children fill in their individual lists.
5. Add to the list as students discover new information.

## Question-Answer-Detail (Q.A.D.)

<b><u>Question</u></b>	<b><u>Answer</u></b>	<b><u>Detail</u></b>
<b><u>Where</u></b> is the Amazon Rain Forest?	South America	North of Brazil stretching west across the continent
<b><u>Who/What</u></b> inhabits the rain forest?	birds, insects, animals, plants	rare birds including _____  over 200 species of plants _____
<b><u>Why</u></b> are scientists interested in the rain forest?	_____	_____ _____ _____
<b><u>What</u></b> will happen if we continue to cut down and destroy the rain forest?	_____	_____ _____ _____

This Q.A.D. format can contain any type of Questions. Students fill in the Answer with a few words or main idea. The Detail column includes the supporting facts.

A framed paragraph can be developed from the Q.A.D.

Developed by Write Track (1995)

## Framed Paragraph (Based on Q.A.D.)

The Amazon rain forest is located in \_\_\_\_\_,

Many \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

and \_\_\_\_\_ inhabit the rain forest.

It is important to us because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If we continue to destroy our rain forest, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Developed by Write Track (1995)







## **PART B: SOCIAL STUDIES INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY**

### **INTRODUCTION**

The language and culture of a new school setting often overwhelm new learners of English. Most students entering New Jersey schools from other countries have acquired the ability to think, speak, and reason in their home languages. The political and social environment may have been much different. Certainly, the history was. However, they come with various levels of schooling and life experiences. These factors—along with differences in learning styles; in physical, social, and intellectual abilities; and in cultural understandings and heritage—affect the students' progress in learning social studies and must be considered in the design and delivery of their instructional programs. This section of the Framework provides teachers of students with limited English proficiency (LEP) with examples and illustrations of specific adaptations for teaching social studies.

#### **Who are limited English proficient (LEP) students?**

- Students moving to the United States from other countries whose native language is not English
- Students coming from homes where the first language is not English
- Students having difficulty speaking, reading, writing, and understanding the English language

Providing students who are linguistically and culturally diverse with an appropriate education is a national concern. The growing numbers of learners who are considered to be linguistically diverse represented a 38% increase in the period from 1980 to 1990 (Census Reports, 1993). A comparison of the bilingual/ESL program enrollment in New Jersey between September 1987 and October 1997 shows that the number of limited English proficient students increased 41 percent during the 10-year period. New Jersey now ranks seventh in the nation in the number of LEP students. This diversity is further distinguished in the range of circumstances that inform students' identification as second language learners. With such vast differences in the demographic backgrounds of the students, teachers must have access to and use a variety of strategies and materials to address the individual needs of the learners.

Identifying the primary language and assessing the relative English and native language proficiency of students is a critical first step in providing LEP students with an effective language support program. The bilingual education staff in your school usually does this. These students vary greatly in their readiness for school, and this initial process of identification and assessment will enable educators to adapt the learning experience to the appropriate skill level of their students. When such practices are not followed, instruction is not as effective, and students struggle in misguided programs with little benefit. For students to prosper in their educational program, teachers need to know who their LEP students are and what these learners know and can do.

## **THE PURPOSE OF ADAPTATIONS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY**

Research supports the notion that children from different cultures or different economic levels may differ in learning modalities. When the native language of the learner is different from the dominant language of the classroom, these differences can become all the more pronounced. Regular classroom teachers need to be familiar with and have access to the literature that describes the educational needs of these students. In addition, all teachers, including mainstream educators and bilingual/ESL teachers, must work collaboratively in the sharing of ideas, strategies, and resources for making appropriate adaptations.

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. Two factors affect the comprehensibility of language:

- The degree to which the language used is contextualized through visible situations
- The student's level of experience and familiarity with the content of the spoken or written text

Thus, to be successfully communicative, the lessons must be designed to build upon the students' background knowledge and to rely on nonlinguistic cues so that LEP students can comprehend the material and the teacher's messages.

Students' initial progress will also depend on the level of literacy each attained in his or her first or native language. If a student is a good reader in the first language, he or she will probably be a good reader in English. A major goal in bilingual education, therefore, is to ensure that while a student is learning a new language, cognitive development and literacy continue to develop without interruption.

## **ORGANIZING THE CLASSROOM FOR LEARNING**

Various classroom organizational patterns and tools can be used to help the LEP student grasp the content. Members of learning groups and pairs should be rotated in order to provide the student with varying language and learning style experiences within the classroom. Consider pairing second language learners with same-language peers. Other grouping strategies include the following:

- Flexible grouping
  - ✦ mixed-ability groups based on students' interests and experiences
  - ✦ similar-ability groups based on students' needs and abilities
  - ✦ cooperative groups
  - ✦ whole-class activities

- Paired learning
  - ✦ peer buddies, pairing more proficient second language learners with less proficient learners
  - ✦ buddies, pairing same-grade native speakers with second language learners
- Cross-age tutoring

Additionally, teachers can draw on a number of instructional supports and resources to assist LEP students. Of particular value to these students is ongoing access to visual and auditory support for learning.

Adaptation strategies will vary depending on the language proficiency level of the LEP student. Initially, these learners understand little in English and will respond by guessing from context what is expected or by imitating other students. At this stage, the teacher should provide many visual cues, such as pictures, videos, filmstrips, picture books, and demonstration lessons, to aid understanding.

With increasing exposure to English, the LEP student will begin to understand simple language but may not be ready to produce language. During this “silent period,” rather than force speaking, the teacher should focus on making speech comprehensible to the student by using simple language and visual aids. For example, the teacher says, “Open your book,” as the student listens and observes the teacher opening a textbook. This concurrent demonstration of behavior and modeling of spoken language enables the student to develop constructs (that is, to think) in English.

As the student begins to produce language, he or she will imitate words and phrases used by the teacher and other students but will make many errors. The teacher should support the student’s efforts by responding positively to build self-confidence and correcting errors sensitively and judiciously. At this stage, the teacher continues to engage the learner in many classroom activities and asks him or her to respond to questions nonverbally or with simple one-word or short-phrase utterances. Evaluation of student’s progress should focus on measuring understanding rather than production.

As the student begins to use previously learned language in a new way, he or she may continue to make many grammatical mistakes and have trouble understanding and producing the complex structures of academic language, even though he or she may appear or sound fluent in a social setting. The continuing aim should be to lower the language barrier by making classroom communication simple and clear. Information should be presented visually by means of graphic organizers, such as semantic webs, charts, and graphs as well as pictures. All students, particularly second language learners, should be encouraged to work in small-group activities, which provide ongoing opportunities to build language proficiency, self-confidence, and respect for the ideas of others. Keep in mind that being limited in English is a temporary situation and that students are capable of attaining full fluency in the language. A student’s capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect to one’s own life in meaningful and engaging ways.

**INSTRUCTIONAL SUPPORTS**

- Use of bilingual dictionaries in the classroom
- Use of parent volunteers to tape, transcribe, or prepare a written explanation of difficult concepts in the native language
- Collaboration between bilingual/ESL and mainstream classroom educators
- Provision of content area lessons/topics on cassette tape or in written form for learners to take home to study as supplements to class discussion
- Access to native language content texts, available through the library system, in nearby schools, or from parent or senior-citizen volunteers

**ADDITIONAL RESOURCES**

- Close-captioned video or TV
- Franklin speaking dictionaries
- Electronic translators
- Computer programs and CD-ROMs about world cultures such as Mesoamerica (e.g., Mayans, Aztecs)
- Teacher-made adaptations, outlines, and study guides
- High-interest/low-reading-level civics and history materials
- Books with audiotapes
- Music plus tape recorder (slows down speech on tape)
- Native language reference materials
- Specially taped materials for bilingual/ESL classrooms

**PREPARING THE STUDENTS FOR THE LESSON**

LEP students need to develop a clear understanding of the teacher's lesson objectives (e.g., "Students will be able to understand the causes of the Civil War."). They also need instruction that presents the main concepts of the lesson in a clear, concrete, and comprehensible manner and that excludes all nonessential or ancillary information. Help students conceptualize classroom lessons by translating ideas into concrete form through hands-on activities (e.g., recording notes in a learning log or conducting an interview).

Because LEP students have such varied educational and life experiences, they may need more comprehensive background information than other students. Teachers should not take for granted that these learners will understand or have experience with some of the concepts being taught. The content area teachers should work with bilingual/ESL educators to identify specific problems confronting these students. Instructional preparation should also focus on the following:

**Building Background Information.** The teacher can develop the needed information through brainstorming; semantic webbing; use of maps, photos, and illustrations; and use of the KWL strategy.

**Simplifying Language for Presentation.** Teachers can use “sheltered English,” in which they make content-specific language more comprehensible for LEP students by using short, simple syntactic structures; introducing one concept per sentence; limiting structures to one tense; using the active voice; substituting common words for unfamiliar vocabulary; and eliminating any unnecessary language or ideas.

**Developing Content Area Vocabulary.** Vocabulary specific to social studies may be developed through activities such as the following:

- Starting a picture dictionary or word bank especially related to historical figures or events, geographic land or water forms, or governmental structures such as the three branches
- Teaching the vocabulary appropriate to the U.S. Constitution, the Bill of Rights, various periods of American or world history, geographic land or water forms, longitude and latitude, and so on
- Reviewing and reinforcing the vocabulary during the content activities
- Labeling objects in the classroom such as types of maps and globes, pictures of the presidents, forms and other aspects of voting or other citizenship actions
- Taping vocabulary words in context so that students learn to recognize the words
- Using realia (actual objects, such as physical maps or a variety of foods or textures) as tools for teaching so that vocabulary becomes real and tangible
- Encouraging students to use a dictionary to learn or confirm word meanings

**Concept Development.** This is a major issue in social studies as students learn about rights and duties, voting, public issues, revolutions, the environment, and many other new concepts. Use such techniques as webbing and graphic organizers to relate what is known to the new concept. Develop the new vocabulary in relation to the lesson and use graphic illustrations wherever possible. Thus, a lesson on **cultural artifacts** (Standard 6.5, Indicator 4) might use pictures, drawings on teacher-drawn sketches to illustrate the concept.

**Giving Directions.** Routines help create a secure learning environment in which LEP students are able to anticipate what will happen without having to rely solely on language cues. Expectations and routines such as arriving on time or checking homework should be communicated clearly and positively early in the school year so students have these structures to guide them. Working with buddies and peer tutors will also help second language learners acclimate to the school and classroom settings and routines.

Directions should be stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. Students with limited English proficiency are further supported when they have access to a list of commonly used “directional” words such as **circle, write, draw, cut, read, fix, copy, underline, match, add, and subtract**. Lessons relating directional concepts to map and chart reading can be helpful. Students can work with a buddy or on their own to find these action words in a picture dictionary and to create their own illustrated file of direction words to be illustrated with their own handmade maps and charts.

## PRESENTING THE LESSON

Because LEP students present such different learning styles and individual needs, teachers should incorporate a variety of strategies in daily classroom activities to ensure that instruction communicates meaningfully to each student. By using multiple strategies and varied instructional tools, teachers increase the opportunities for students to develop meaningful connections between the content and the language used in instruction.

### Teaching Strategies

The following instructional strategies are recommended:

- Simplify vocabulary and sentence structure so that language is uncomplicated and manageable. For example, substitute “begins” for “originates” or “People think” rather than “It is believed” for those students less able to grasp the language structure.
- Build connections and associations that link new knowledge to what students already know about a subject.
- Provide concrete examples through hands-on social studies activities and techniques that make abstract concepts more comprehensible and enable students to construct meaning. Examples are listed in the chart below.

Graphic organizers for the U.S. Constitution and other documents	Tables, charts, and graphs on populations	Surveys and interviews of political leaders	Drawings and illustrations of Mayan sculptures	Response journals for visits to museums
Posters from U.S. history and the Russian Revolution	Simulations of famous trials and hearings	Labeling pictures of historic sites	Tape recordings of presidential speeches	Word banks focused on government
Games and puzzles about the great English and European explorers	Student-made flash cards of important dates	Student-made scrapbooks of diverse cultures and groups	Language experience stories about students' families	Role-playing the drama of the Continental Congress

- Promote understanding using demonstrations and think-alouds that model thinking processes and behavior.
- Present materials in a variety of ways: orally, visually, graphically, and auditorially.
- Elaborate on figurative language and idiomatic expressions, which are not universal figures of speech, through paraphrasing, use of concrete examples, and development of meaningful connections to the context and graphic representations.

- Emphasize key words and phrases using intonation and repetition.
- Summarize key points on the board or an overhead transparency as you speak and model the lesson.
- Include the LEP student in all classroom activities. The more the student feels a part of the class, the higher his or her motivation to learn English.
- Model a “shadow” strategy where the bilingual/ESL educator reiterates in the student’s native language or in simplified English the key concepts learned in civics, history, economics, and geography.
- Paraphrase information and main ideas as, for example, key principles of the Constitution, the colonies and the mother country, and continents and oceans.
- Provide bilingual classroom resources, such as bilingual dictionaries, picture books and dictionaries, and English language encyclopedias.

## Additional Suggestions for Classroom Strategies

Four over-arching strategies are most effective for assisting students from a background of limited English proficiency to meet success in content area classes. These strategies include the following:

**Integrate Activities into Thematic Units.** One of the ways students learn best is through repetition: of ideas, of words, of actions. When concepts to be developed are being reinforced across several content areas, students benefit from seeing and hearing the same information or vocabulary over and over. English language learners will have more opportunity to use key words and practice desired skills when they work with the same concepts in several classes. Developing and teaching thematic units across content areas takes joint planning by a number of teachers. Certainly, the ESL teacher needs to be involved in the planning. In many cases, the ESL class can reinforce the language skills needed by the students to successfully complete the content area activities. Often, the ESL teacher can suggest ways to assess the student’s understanding without depending heavily on language-based tests. In the case of thematic approaches to learning, it is certainly true that “many hands lighten the load.”

**Tap Student’s Prior Knowledge and Experience (which differs from that of other students in the class).** In the case of immigrant students as well as others who are acquiring English, prior knowledge cannot be taken for granted. Before introducing a new unit or concept, it is wise to find out what information students already have about it. However, students who have not lived in New Jersey all their lives may have a very different background understanding than those born here. The entire class can be multiculturally enriched, but the need to tap into a variety of students’ perceptions and experiences still exists. For example, a New Jersey student’s understanding of elephant, ostrich, and llama may simply reflect animals found in a zoo. On the other hand, students from Thailand, Australia, and Peru may think of them as farm animals.

With regard to concepts that are typically American (e.g., historical figures, artists, “fast food”), teachers are advised to expect little or no background knowledge and to “build in first-hand experiences.” References to television programs, holiday practices, or geographic areas may mean nothing



to LEP students. They will not have mental maps of the United States to draw from when Seattle or Miami are mentioned. They will not be likely to defend the Redskins against the Cowboys, or recognize fireworks as symbolic of July. They will, most likely, know distances to other cities, follow other sports teams, or celebrate different holidays. Teachers need to make every effort to explain concepts related to the lesson; a peer tutor can be enlisted in explaining concepts to LEP students.

**Teach Learning Strategies and Scaffold Complex Tasks.** Much has been written recently about students' needs to develop strategies for learning. Some learners have developed a few strategies to help make sense of their learning. Now, teachers at all levels are encouraged to model and demonstrate thinking and learning strategies. Graphic organizers are invaluable tools to create visual relationships between concepts. All students benefit when information is organized graphically for them. Overtly teaching students to reflect on how they are doing, what they are understanding, and what else they need to know will help them to be successful. Appealing to multiple intelligences within the context of a single unit of study enables students to develop or enhance a variety of skill areas. LEP students may have developed strategies different from those of other students. They can be encouraged to share their own learning approaches with the whole class since it builds self-esteem. LEP students need to be challenged by complex concepts, but they will be better able to grasp complexities if tasks or information is scaffolded by what has gone before. As with the effectiveness of thematic units, scaffolding learning by building in foundation skills will aid LEP students' understanding.

**Group Students into a Variety of Learning Groups.** English is learned most efficiently when it is used to conduct meaningful, natural communication. To encourage English learning, students need many opportunities to talk, use new vocabulary, and to share ideas with their peers. These opportunities are most available to them when they learn in cooperative learning groups, pairs, or other small-group settings. In classes with native speakers of English, LEP students will hear the content area language modeled by their peers, and have more chance to use it when they participate in group work. Students who have not yet attained intermediate proficiency can shadow the work of a native-English-speaking peer in paired work. Students with greater ability can contribute their ideas in groups of four or five while someone else restates the comments in standard oral or written form. Groups can be formed and disbanded into a variety of sizes depending on the nature of the task. LEP students can be grouped together to develop some background cultural knowledge; then a single language learner can be matched with three native speakers to complete a graphic organizer. However, in all cases, limited English learners benefit from working with peers and from having more chances to use the language.

Included at the end of this section are several social studies sample learning activities at various grade-level clusters that flesh out the techniques and strategies described above. Each of these activities were designed for use with a content area class consisting of five LEP students, 15 or more native English speakers, and a content area teacher. The LEP students participate most fully if they have attained at least an intermediate language proficiency level. For students below that level, the ESL teacher should take the lead in presenting content information.

## Reference

Haynes, B.J., & O'Loughlin, J. (1997). Instructional and assessment considerations for ESL students Paper prepared for the New Jersey State Department of Education.



## CHECKING FOR STUDENT UNDERSTANDING

Teachers need to use a variety of strategies for monitoring student progress and to adjust their strategies and expectations to fit the level of language proficiency of the English language learner. With beginning language learners, emphasis should be on comprehension of named things and actions; more advanced students should begin demonstrating understanding of connections between things and subsequently their ability to articulate the relationships between basic social studies concepts and generalizations. Social Studies teachers should work closely with the bilingual/ESL teacher to identify instructional and assessment strategies that are appropriate to all aspects of the student's development and that permit teachers to expand expectations gradually over the school year.

Successful strategies for **monitoring** student progress in the content areas include:

- Providing periodic checks for understanding
- Promoting nonverbal as well as verbal participation
- Encouraging students to think aloud to practice concepts
- Modeling responses that provide appropriate information using correct grammar
- Breaking tasks down into sequentially developed parts using simple language
- Structuring questions to student's language level (e.g., begin with yes/no and embedded questions and advance to open-ended questions)
- Avoiding use of questioning techniques that contain negative structures, such as "all but," "everything is \_\_\_\_\_ except," or "one of these is NOT the reason/cause"
- Rephrasing questions and information when students do not understand the first time
- Observing student's behaviors for evidence that they understand assignments, directions, and instructions
- Reviewing student's work for evidence that they understand assignments, directions, and instructions
- Using visual reviews (e.g., lists and charts) that enable students to show what they know and can do
- Providing increased "wait time" to allow students time to process questions before responding
- Providing modified "double" grading to assess the content as well as the structure of responses

## ADAPTATIONS OF SOCIAL STUDIES FRAMEWORK

### CPI/ACTIVITY PAGES FOR LEP STUDENTS

Suggested strategies for adapting social studies instruction for LEP students are given on the following pages alongside the learning activities. The three sets of strategies illustrate social studies instructional adaptations at the K-4, 5-8, and 9-12 grade levels, respectively.

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## Standard 6.4

All students will acquire historical understanding of societal ideas and forces throughout the history of New Jersey, the United States, and the world.

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**Indicator 1:** Compare and contrast similarities and differences in daily life over time.

**Indicator 2:** Identify social institutions, such as family, religion, and government, that function to meet individual and group needs

As a social institution, the family is an essential thread in the fabric of our society. Our beliefs, morals, and attitudes stem from our family life and are further developed by the larger society. The traditional family consists of a social group having common characteristics. It is composed of parents and their children, and sometimes an extended family of other relatives. Although the structure of the family has changed over time, some basic characteristics have remained the same.

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## LEARNING ACTIVITIES: Grades K–2

### FAMILIES PAST AND PRESENT

**Historical Period:** World History—The Ancient World (2000 BC to 500 AD)  
The Modern World (1950 to present)

**Historical Theme:** The History of Gender Differentiation

**Overview.** Through the following vignette and activities, students begin to appreciate the value of the family as a social institution. They gain an understanding and appreciation of their own families and the families of other children throughout the world and throughout history.

**Vignette.** This vignette focuses on Etruscan family life and invites students to compare and contrast similarities and differences in daily life over time. Students examine their own family life and draw comparisons to the family life of the ancient Etruscans. Students also examine how the family functions to meet individual and group needs.

The teacher, Mrs. Fay, instructed her students to listen to a story about ancient families. She told her students to use their notebooks to make comparisons between the ancient families she described and their own families. She also asked her students to compare the roles of the father, mother, and children of long ago with the same roles today.

Mrs. Fay began reading the story to the class: “Once upon a time there lived an Etruscan family in the country that is now called Italy. They inhabited the west-central region, north of Rome, before the Romans came along.” Ms. Fay pointed out the locations on a large map. “The name for Rome was originally an Etruscan word. The Etruscans were fine engineers, artists, and farmers. As with the Romans, family life was thought to be very important. In Etruscan families, the men hunted, fought, managed money, shepherded animals, and farmed the land. The women performed household work, such as spinning and weaving. The mother and father worked together to improve the lives of their family.”

A student raised his hand and remarked that both his parents work as well as buy food and clothes for the family. “My dad is the mayor of our town, does all the banking, goes to work, shovels snow, reads to us with mom, and knows how to fix stuff. My mom cooks for us after she comes home from work, reads, exercises, plays the piano, and helps us with our homework. Both of my parents go to baseball games too,” added the student. Mrs. Fay encouraged the class to write this in their notebooks.

Mrs. Fay continued the story: “The Etruscan women took very good care of their health. They read and were very sophisticated. They also enjoyed some freedom (for that time) because they were allowed to attend games and banquets. They also influenced social customs, such as dress and food preparation.”

“The Etruscan man was considered to be the head of the household, teacher of the children, and leader of political activities, while his wife remained involved in family life and served as his companion for social

### Strategies for LEP students:

With the class, prepare a videotaped dramatization of this vignette. LEP students can follow the dramatization with a printed script.

Prepare a large map of Roma with labels for the Etruscan settlements.

Present materials on the Etruscans in a variety of ways, including photographs, photocopies of museum pictures and artifacts, recordings of talks, and graphics about Etruscan history.

activities. The children had toys to play with just like you have. They also had words for **son, daughter, wife, husband, grandfather, grandmother, mother, father, brother, sister, granddaughter, and grandson.**” As the story continued, the students wrote down more comparisons between the Etruscans and their own families.

**Comparing Etruscan and Contemporary American Family Life.** The students compare the Etruscan family with that of a modern day family, using a retrieval chart with two columns, ETRUSCAN FAMILY and MY FAMILY, and individual descriptors such as the following: **father, mother, children, home, other relatives** and **neighbors**. Students discuss each category and make entries on their individual retrieval charts, which they then present to the class in short oral presentations.

**Mural of an Etruscan Family.** Using available materials, students create a talking mural depicting the activities of the daily life of an Etruscan family. They list what the components of the drawing should be and then number them. Each student selects one of the elements to draw and color. Assign a team of coordinators to put it all together. After completing the mural, they tape-record descriptions of each daily activity depicted in the mural.

**Examining Heritage.** Students research and write about their heritage and how it relates to the traditions of and daily life within their own family. This project may take the form of journal entries or, if the technology is available, a videotape of their family in action.

**Ms. Past versus Ms. Present.** In pairs, students analyze the family roles of women, past and present. One student can serve as “Ms. Past,” the other as “Ms. Present.” Students develop a script and perform a puppet show based on the information gathered.

#### Strategies for LEP students:

Develop a family worksheet for all students with information on parents, names of siblings and other relatives, and a description of the home and the community including the language and customs of the ethnic group. Students should illustrate their booklets with photographs and their own drawings. Prepare a large map of Roma with labels for the Etruscan settlements.

**Further Exploration.** The children's section of any public library or bookstore contains many stories of various world cultures and historical examples of family life. Students could explore past and present familial roles of every member of the family in, for example, ancient India, ancient China, the Middle Ages, or the Middle East. How have familial roles changed? How do family roles change when the family includes an individual with disabilities? Students can watch popular films to observe heroic familial responses to a physical disability.

**Connections.** These activities cover a range of skills specified in the New Jersey Social Studies Standards. Students analyze varying viewpoints of individuals and groups throughout history (Standard 6.3, Indicator 2). They also learn to identify common elements found in different cultures, describe ways that family members influence their daily lives, and explore the customs of different ethnic groups (Standard 6.5, Indicators 1, 2, and 3).

## Standard 6.1

**All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States**

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### **Indicator 8: Identify and interpret the balance between the rights and the responsibilities of citizens**

Students learn that as American citizens they have rights that are established by the U.S. Constitution: free speech, freedom of religion and of assembly, the right to petition the government, and so forth. They also learn that these rights are not absolute. For example, there are limits to free speech, and we cannot incite a mob to riot. Every citizen has responsibilities as well as rights, and the welfare of society must be considered by each of us. This concept has already been covered at an earlier grade. Through activities addressing this indicator, middle school students take a more incisive look at these notions.

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## **LEARNING ACTIVITIES: Grades 5–8**

### **THE BILL OF RIGHTS**

**Overview.** There has been, from the beginning of the Republic, an enduring concern about the rights of all Americans. Disputes and disagreements with the English crown over rights led to the American Revolution and the consequent establishment of a new nation. After writing the Constitution, the founders initially did not add a statement of rights. Many individuals, such as George Mason, believed that a statement of rights was not necessary, that the document would protect the rights of all by the restraints it placed on government. However, two years later, James Madison, goaded by public pressure, added the Bill of Rights to ease the fears that states had about this new powerful federal government. The history of the Bill of Rights is the history of the evolution of our thinking about rights—what rights we have, why they are important, and how they were extended to people denied them in the past.

#### **Rights Guaranteed by the First Amendment.**

Prepare a list of First Amendment rights readily understood by students in this grade cluster. After

the students have studied the list, discuss each of the guaranteed rights and what they mean to every individual. Record specific applications mentioned during the discussion. Discuss with students these rights: free speech, freedom of religion, freedom of assembly, the right to petition the government, the right to be secure in our homes, the right to due process of law, the right to a speedy and public trial, the right of trial by jury, and protection against cruel and unusual punishment.

Prepare for students summaries of several Supreme Court cases dealing with several of the rights guaranteed by the First Amendment. Sources include U.S. Law Week, the Supreme Court Reporter and the Rutgers Law Review. Instruct students in the basics of writing a very simple legal brief outlining the facts of the case and referencing the relevant portions of the

**Role-Playing.** (Develop the format in conjunction with the language arts teacher.) After researching cases, cooperative learning groups develop their own legal brief related to the specific right that the group members have researched. Students can then role-play some of these in a moot-court setting, as is done in law schools. For each case, roles may include the judge, attorneys for both sides, witnesses, plaintiffs, and defendants.

**Vignette.** James Madison Middle School has been experiencing a problem common to many schools today. Its students favor the use of backpacks in order to carry their books and supplies. However, these backpacks have created somewhat of a difficult situation. Students and staff have been hit, mostly by accident, with bulging backpacks. The backpacks can clog the aisles, thereby creating another safety hazard. As a result, the Board of Education created a regulation that barred bringing backpacks to school. Punishments attached to the order ranged from a warning (first offense), to a detention (second offense), to a suspension (third offense).

One of the backpackers, Jim Taylor, disagrees with this regulation. He needs his backpack in order to

### Strategies for LEP students:

Develop for LEP students a keyword chart with visuals. Include these words: **rights, mother country, revolution, rules, responsibilities, founders, and colonies**. Include brief definitions for each term with specific referents.

Prepare a simplified version of the Bill of Rights, and distribute it to the class. Pair an LEP student with a proficient English language student to study this simplified version.

A tape-recorded or videotaped account of the vignette with a printed copy for all children will help LEP children to hear the language spoken and to read the text.

carry the many tools he needs to maintain his position as an honor student. He notes that he has never hurt, nor hit, anybody in school with the backpack. He and his parents are of the opinion that the Board of Education has overreacted to the situation. Contesting the regulation, he continues to bring the backpack to school. The first time resulted in a warning, after a teacher turned him in to Mr. Santiago, the school's principal. Believing in his cause, Jim continues to carry the backpack, and receives a detention, followed by a suspension. The parents appealed Mr. Santiago's actions to the district superintendent, Dr. Chen. Upon review of the facts, the superintendent upheld the principal's action. Upon consultation with an attorney, the Taylors filed a lawsuit.

The following questions pertain to the vignette. After examining the powers of each of the three branches of government, who maintains a similar power within the school environment? In what ways are these similar to, or different from, the government's power? What powers and limits are maintained by each of the characters in the scenario? Does each player in this little drama have rights and responsibilities? What about the student's responsibility for safety in the school? What about defiance of school authorities who are charged with responsibility for that safety? Why is it necessary, in a democracy, that power over others is both divided and limited? On the other hand, what danger might there be in imposing too many limits? What protections does Jim have in his dilemma? Students debate the school rule and its application. They comment on the decision-making process and its appropriateness.

**Further Exploration.** Students should be encouraged to uncover real-life situations that illustrate how government powers have been separated into various sources. The concepts of impeachment, judicial review, and civil rights can be illuminated by such study. In addition, research into, and discussion of, students' rights might ensue.

#### Strategies for LEP students:

Teaching the same concepts to all children through differentiated instruction allows the teacher to address different learning styles, abilities and varied learning experiences.



**Connections.** Relate this activity to Workplace Readiness Standard 3, Indicator 12, on interpreting and analyzing data to draw conclusions. Through discussion and activities, students examine the evolution of the Bill of Rights. In the “trial” activities, it will be helpful for students to examine selected Supreme Court Cases for practice with analyzing and evaluating different points of view about the same set of facts relating to the rights of citizens under the United States Constitution.

**Resources.** The following resources provide support for the suggested activities:  
 Burns, James MacGregor. (1995). *Government by the people* (national version). Upper Saddle River, NJ: Prentice-Hall.  
 Center for Civic Education. (1991). *With liberty and justice for all: The story of the Bill of Rights*. Calabasas, CA: Author (5146 Douglas Fir Road, Calabasas, CA 91302).  
 Engan-Baker, Dorothy. (1994). *We the people: Skills for democracy*. St. Paul, MN: League of Women Voters of Minnesota Education Fund.  
 Friedrich, Linda D. *Discovering our fundamental freedoms: The Bill of Rights in the early and middle grades*. Philadelphia: Paths/Prism.  
 Pincus, Debbie, & Ward, Richard. *Citizenship: Learning to live as responsible citizens*. Carthage, IL: Good Apple (1204 Buchanan Street, Box 299, Carthage, IL 62321-0299).

The following U.S. Supreme Court decisions are useful for this topic:

Bethel School District No. 403 v. Fraser (1986).  
 Hazlewood School District v. Kuhlmeir (1988).  
 School District of Abington Township v. Schempp (1963).  
 Tinker v. Des Moines School District (1969).  
 Wisconsin v. Yoder (1972).  
 Zorach v. Clauson (1952).

Summaries of these cases can be found in the weekly issues of U.S. Law Week (available in any law library).

## Standard 6.2

**All students will learn democratic citizenship through the humanities, by studying literature, art, history, philosophy, and related fields.**

**Indicator 11:** Compare artistic and literary interpretations of historical events with accounts of the same events that aim at objectivity.

Painters and writers depict historical events through their perceptions and emotions. The passion they bring to their art instructs students in a vivid and interesting way that is different from and supplementary to the (intended) objective presentation of the textbook. Through studying artistic and literary interpretations of major historical events, students learn how artistic observers emphasize aspects and themes of history to reinforce a point of view.

### LEARNING ACTIVITIES: Grades 9–12

#### HOW ARTISTS VIEW HISTORICAL EVENTS Romanticism and Revolution

**Historical Period:** Age of Revolutions (1700–1850)

**Historical Themes:** The History of Social Classes and Relations  
The History of Literature

**Overview.** Few events have inspired as many literary and artistic works as the French Revolution. To the romantic writers and artists of the 19th century, the revolution symbolized the freedom of the human spirit—the triumph of the common man and woman over injustice and oppression. Poems by Wordsworth and Coleridge and paintings by David and Delacroix drew upon the revolutionary theme to celebrate the quest for individual liberty. Students learn from and are inspired by these emotional presentations based on a passionate love of liberty and equality.

The most well-known literary work on the French Revolution is Charles Dickens's *A Tale of Two Cities* (1859). Dickens' novel recounts the bloody summer of 1792 in Paris, the execution of King Louis XIV, and the reign of terror orchestrated by the infamous revolutionary leader, Robespierre. These events serve as backdrop, however, for Dickens's tale of unrequited love and individual sacrifice. Like his 19th century peers, Dickens saw history as an opportunity to celebrate individual honor and heroism. The library media specialist can provide alternate resources for teachers and students to use.

**Comparing Accounts of the French Revolution.** After reading excerpts of British accounts of the French Revolution, such as Edmund Burke's *Reflections on the French Revolution* (1790) and Thomas Carlyle's *The French Revolution* (1837), students compare these accounts with Charles Dickens's fictional treatment of the same period in *A Tale of Two Cities*. Students compare conservative and liberal reactions to the revolution. They also read selections from Simon Schama's recent study of the French Revolution, which argues that the revolution may not have been necessary.

**Studying Historical Fiction.** Students consider the accuracy with which Dickens depicts historical events and debate the value and viability of historical fiction as a literary genre.

Through an examination of the saga of Lucie Manette, Charles Darnay, and Sydney Carton, students explore the novel's subordination of history to individual heroism, as exemplified by Carton's willingness to take Darnay's place on the guillotine so that Darnay and Lucie may be together.

**Documenting Revolt and Revolutionaries.** Students prepare a radio play on the subject of heroism in the face of tyranny. The social text could be the American Revolution, the French Revolution, or Tiananmen Square. Individual groups of students work on the scenario, dialogue, and background (or sets). Alternately, students develop a front page for a newspaper reporting the events surrounding the French Revolution in 1789, beginning with the tennis court oath on June 20. Students do some background research and work together to create an interesting presentation, including writing, artwork, and layout. They use computer desktop publishing software for the final product (if available).

**Further Exploration.** Students may explore additional literary representations of the French Revolution from the Romantic period and compare the treatment of history by other authors with that of Dickens. Samuel Coleridge's "France: An Ode," Mary Alcock's "Instructions, Supposed to be Written

### Strategies for LEP students:

Prepare a lesson on an audiocassette recorder on the basic concepts LEP students will need to understand the French Revolution. Define key words like **royalty**, **revolution**, **justice**, etc. Create a booklet to accompany the tape that contains pictures and explanations using these words and other relevant terms.

Prepare a study guide for LEP students with selections from the various historical interpreters of the French Revolution, highlighting their differences. Link the selections to the key words for this lesson identified in the first suggestion.

Prepare the printed text of the radio play for LEP students to follow along as they listen with the rest of the class. Highlight the key words for this topic as identified in the first two suggestions.

in Paris, for the Mob in England” (1799), and William Wordsworth’s “London 1802” (1805) all serve as vehicles through which students may observe the various ways that writers use literature to address important historical concerns. Students also examine their differing reactions to the struggle for liberty in France and the resulting excesses.

**Connections.** These activities will facilitate students’ grasp of political, diplomatic, and social ideas, forces, and institutions in world history (Standards 6.3 and 6.4).

**Resources.** The following resources provide support for the suggested activities.

Burke, Edmund. (1790). *Reflections on the French Revolution*.

Carlyle, Thomas. (1837). *The French Revolution*.

Dickens, Charles. (1859). *A tale of two cities*

Norton anthology of nineteenth century English literature (Many editions).

Schama, Simon. (1993). *Citizens*

Harvard University Press.

## ADDITIONAL SUGGESTIONS FOR LIMITED ENGLISH PROFICIENT STUDENTS

The following suggestions supplement the CPI/activity pages in this Framework. They provide suggestions for teachers of LEP students. There is one activity for each of the nine Social Studies Standards.

Standard	CPI	Suggested Activity
6.1	(14) Differing viewpoints on public	Prepare charts of keywords and definitions. Label the pictures in news stories. For example, label the following: President, Congress, the White House, the First Lady (or First Spouse), the Secretary of State, a battle in Kosovo, a fire in Chicago, and so forth. Bridge the cultural gap by also including labels that will be meaningful to the LEP student: e.g., Parliament, the Prime Minister, and other familiar titles of officials and places.
6.2	(3) Arts are cultural	LEP students bring in works of art from their homes. The class compares them with works of art in the school and those from magazines and newspapers. What are the similarities and differences from a cultural standpoint?
6.3	(4) Issues related to human rights	Ask LEP students to compare the American concept of the rights of citizens (as embodied in the U.S. Constitution) with their experiences in their native lands.
6.4	(7) How family and institutions meet individual needs	Develop a format for students to report on family structure and customs related to American holidays like July 4th, Thanksgiving, Christmas, and New Year's Day. LEP students should report on differing customs in their homes related to these and to ethnically-related holidays.
6.5	(5) Material artifacts of a culture	LEP students compare a variety of artifacts and describe them. Such comparisons would be an opportunity for enriching the vocabulary as well as the experiential base of the LEP students.
6.6	(2) Relationship of price to supply and demand	Review and reinforce the key words for LEP students during introductory lessons on basic economic concepts. Ask them to supply the native language terms if possible and then to restate the English words in their own words. Use flash cards for these key concepts.
6.7	(8) Geographical questions with major physical and human characteristics	LEP students compare the geography of their native countries with that of the United States focusing on New Jersey and the community surrounding their own homes here. Use pictures and maps extensively. Encourage students to draw their own maps and collect pictures from newspapers, magazines, and television.
6.8	(17) How social and cultural processes shape regions and English	LEP students use the knowledge they have of their own country and culture as a bridge to learning about their new country and culture. Use charts of key words with equivalents in various native languages.
6.9	(1) Renewable and nonrenewable resources	Make collections of realia including products that are immediately available in the classroom (chalk, erasers, pencils, paper, etc.) and materials students bring from home. Label all such products as resources using their English names. Provide LEP students with a list of translations to their respective native languages.





## **PART C: SOCIAL STUDIES INSTRUCTIONAL ADAPTATIONS FOR EXCEPTIONALLY ABLE (GIFTED) STUDENTS**

### **INTRODUCTION**

When implementing the Core Curriculum Content Standards, schools must provide all students with appropriate challenges so that raised expectations do not result in lowered expectations for the exceptionally able. Exceptionally able (gifted) students often remain in regular classrooms for the better part of the day and are pulled out for enrichment for a designated amount of time. As a result, teachers face the challenge of accommodating the gifted student in the regular classroom.

The needs of gifted learners are oftentimes overlooked in the classroom instruction because it is believed that they will succeed without any special help from the teacher. Consequently, some gifted students may not achieve to their full potential, and others may find school unchallenging. It is important for the teacher to recognize the gifted students. Such students need accommodations or special instruction to achieve at levels commensurate with a challenge to their abilities.

Gifted children will have some combination of the following characteristics:

- They have the ability to grasp concepts rapidly and/or intuitively and, if they are being challenged, demonstrate a high degree of intellectual, creative, and/or artistic ability.
- They frequently possess exceptional leadership skills.
- They often excel in some areas and not in others. Many of them are multitalented.
- They function academically above grade level if the opportunity to do so is provided.
- They have intense curiosity about principles, ideas, and how things work.
- They have the ability to generate theories and hypotheses and pursue methods of inquiry. This is why it is important to involve them in the evaluation of their own work.
- They can—if the work is structured to permit it—produce products that express insight, creativity, and excellence.

In the past, the term “gifted” described people with high scores on IQ tests. Today, new concepts connected to creative thinking models and multiple intelligences have expanded the definition of intelligence to include other dimensions. Giftedness reflects a multifaceted, multicultural, and multidimensional perspective and is defined by aptitude, traits, and behaviors rather than changeless test performance. These students are found in both genders, in all cultural groups, and across all economic levels. Increased understanding of culturally determined and environmentally affected behaviors will enable teachers and administrators to interpret performance indicators of creative potential.

The process of identification is ongoing because students are continuously entering and exiting school districts. Fluidity should be maintained as students' needs change each year. Procedures for identification and placement in the gifted program should be reviewed annually through Grade 12.

## STRATEGIES FOR TEACHING THE EXCEPTIONALLY ABLE LEARNER

Making appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence is necessary in educating gifted students. Gifted students are more likely to develop study and production skills, experience success and struggle, and feel challenged in a classroom setting that encourages learners to master information more quickly.

Teaching strategies that will help gifted students do well include the following:

- Interdisciplinary and problem-based assignments with planned scope and sequence
- Advanced, accelerated, or compacted content
- Abstract and advanced higher-level thinking activities
- Allowance for individual student interests
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Variety in types of resources
- Community involvement in student learning
- Projects that focus on cultural diversity
- Internship, mentorship, and other forms of apprenticeship

Specific instructional approaches and arrangements for gifted education include **acceleration**, **enrichment**, and **grouping**. The following sections describe these three approaches with detailed examples for each.



## Acceleration

**Acceleration** involves grade skipping or changing the rate of presentation of the general curriculum to enable the students to complete the program in less time than usual. Prescribed seat-time is not always necessary for achievement of the standards. Acceleration can occur in any subject area. Middle school students can take high school courses; high school students can take college courses with appropriate credit accrued. Some provision can be made for continued acceleration or high-level enrichment.

Examples of accelerated types of programs are described below.

**Flexible Pacing.** Assignment to classes is on the basis of ability to be challenged as well as ability to handle the work; assignment should not be age discriminatory.

**Content Acceleration.** Superior performance in some areas may be addressed with placement in a higher-grade level for the areas warranting it.

**Early Entrance to School.** Eligibility might be evaluated in terms of (1) degree of advancement in relation to peers; (2) number of areas of advanced achievement; and (3) student's self-concept.

**Multiage Classes.** Two or more grade levels are combined in multiage classes. Students can accelerate through self-pacing.

**Compacting.** Compacting, also known as **telescoping** refers to a form of acceleration in which part of the curriculum is covered in a shorter-than-usual period of time. Previously mastered content materials are determined through pre-evaluation and elimination.

**College Course Work.** Qualified students take college courses for college credits while completing high school requirements (concurrent enrollment). College courses may be taken in the summer.

**Early College Work.** Once the standards for high school courses are met, early admission to college is an option. Students may leave high school early and enter college.

**Advanced Placement.** The advanced placement program (APP), administered by the College Entrance Examination Board, enables high school students to obtain both high school and college credit for demanding course work offered as part of the school curriculum.

## Enrichment

**Enrichment** is another way to meet the differentiated needs of exceptionally able students. Well-articulated assignments that require cognitive processing, in-depth content, and alternate modes of communication can be effective and stimulating.

The following are some examples to consider when differentiating classroom instruction to meet the needs of academically talented students:

**Alternate Learning Activities/Units.** Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.

**Independent Study.** Students conduct planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry.

**Advanced Thinking Processes.** Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.

**Guest Speakers.** Guest speakers provide information on topics beyond the teacher's expertise. University, faculty, parents, business and industry leaders, or other teachers in specific areas may be used as resources.

**Mentors/Internships.** Both mentors and internships allow students to interact with adult experts in the field of mutual interest. Mentors act as role models. Student's areas of interest, as part of career awareness, should be considered.

**Alternate Resources.** This category may include materials from a higher grade level and access to business, university, and community resources such as laboratories, libraries, and computer facilities.

**Exchange Programs.** Students attend schools in a different community or country to enrich educational experiences.

## Grouping

**Grouping** students of like ability together in homogeneous arrangements such as special classes or **clustering** in the same classroom allows for more appropriate, rapid, and advanced instruction without isolating the exceptionally able student. Research indicates that gifted students are more likely to work well with others when they are with students who share their interests. Flexible grouping is recommended in the regular classroom to give gifted students an opportunity for development of advanced skills, including skills of expression and production. Grouping flexibly allows exceptionally able students time for advanced work and a chance for independent study as well as interaction with other students.

Students may be grouped using the following scheduling arrangements or project emphases:

**Self-Contained Classes.** These classes enable exceptional students to be challenged in every area throughout the day and week, to be stimulated by their intellectual peers, and to have guidance from teachers with experience in sequential, integrated curriculum for the exceptionally able.

**Pullout Programs.** These programs combine regular class integration and homogeneous grouping on a part-time, regular basis. Pullout programs require careful coordination and communication between the teachers of both classes.

**Cluster Grouping in the Regular Classroom.** This type of grouping permits homogeneous and heterogeneous grouping according to interests and achievement. For example, one group studies the events leading up to the development of the U.S. Constitution while a second group analyzes the debates at the 1787 Convention and the actual document that was adopted.

**Cluster Scheduling.** Schedules are arranged so that exceptionally able students can take their required core courses together to enhance rapid pacing, less drill, and greater depth and breadth.

**Honors and Enrichment Classes.** These classes provide opportunities for practicing higher-level thinking skills, creativity, and exploration of in-depth course content. For example, students write research papers on various theorists of history.

**Seminars.** Seminars are aimed at research, interdisciplinary studies, visual and performing arts, academic subjects, or other areas of interest. These seminars provide interaction with specialists who can give guidance in specific areas. Gifted specialists can be powerful resources to assist in teacher in-service programs.

**Resource Centers.** Districts might consider establishing a resource center that is available to all students. It may be effective to reserve designated time to utilize these facilities for exceptionally able students from a broader geographical area (e.g., interdistrict or countywide).

## ASSESSMENT OF STUDENT LEARNING

A variety of strategies are needed for monitoring the progress of the exceptionally able student. Teachers can develop strategies and adjust expectations upward to fit the nature and quality of the work to be produced by this type of student. The student may be involved in developing procedures (including rubrics and performance checklists) for assessment. Heavy use of projects and project evaluations is advisable; use of rubrics developed specifically for projects done by the gifted and in cooperation with them; extensive use of peer review; and involvement of other educators in setting and applying criteria.

With gifted students, emphasis should be on development of the higher-order thinking skills in regard to the following kinds of issues:

- **Civics** — Understanding and appreciating the history and development of the concept of citizenship from 5th century Athens down to the most recent interpretations.
- **History** — Understanding history on a global level including models and meta-historical theories
- **Economics** — Understanding the importance of economic philosophy as a component of economic thinking by reading and applying the theories of Adam Smith, Karl Marx, the Austrian school, and others to real-world problems
- **Geography** — Understanding and applying the ecosystem concept to real-world problems

These more advanced students should begin demonstrating understanding of connections between concepts and events sooner than other students and subsequently the ability to articulate the relationships between a broad array of social studies concepts and generalizations. Social studies teachers should work closely with teachers of related disciplines to identify instructional and assessment strategies that are appropriate to all aspects of the student's development and that permit teachers to expand expectations gradually over the school year.

Successful strategies for **monitoring** student progress in social studies include the following:

- Providing for periodic interactions with the student
- Encouraging the student to think “out of the box”
- Having the student develop long-range plans for projects and investigations
- Working with the student to continually reexamine the purpose of the investigation
- Observing and supporting the student's motivation and providing significant encouragement for cognitive risk-taking
- Providing support in terms of making materials available for visual presentations that enable the student to show what he/she knows and can do
- Providing flexible scheduling of projects to allow the student time to do the advanced thinking required for projects and reports
- Developing individualized rubrics with the student to assess unique work products

## SUGGESTED SPECIFIC STANDARDS-BASED ACTIVITIES FOR GIFTED STUDENTS

These activities are based on the CPI/activity pages in this Framework. Use these extensions of those activities which will be more challenging for your more able students. There is one activity for each of the nine standards.

Standard	CPI	Suggested Activity
6.1	(9) Apply knowledge of government structure to town or city.	Students invite public officials to their classroom to conduct a simulated press conference. Students play reporters from radio, television, and the print media. Each student prepares a list of questions he/she will ask. The press conference is taped and replayed for other classes.
6.3	(4) Explain a conflict related to universal human rights.	After researching the experiences of people in South Africa under Apartheid, students write a short story/diary/one-act play/letter to Nelson Mandela explaining how they feel about the experiences of African children in relation to the idea of universal human rights and their own situations as Americans.
6.5	(7) Analyze differences and similarities between cultures.	Students collect artifacts from homes, local stores, yard sales, fairs, etc. which are related to specific cultures. They develop a small Museum of Cultures in which artifacts are mounted and displayed in various ways. Each artifact is displayed with a place describing its significance. Students come to a greater understanding of the concept of a culture.
6.1	(14) Evaluate validity of different viewpoints on public issues.	When studying current events, students prepare a videotape of selected portions of the evening news broadcasts of the three major networks plus CNN to do a study of television coverage of a specific issue. They measure the objectivity of the presentations and produce a research report on their findings.
6.2	(7) Analyze differing artistic and historical versions of the same event.	Students assemble (a) a set of artistic depictions of a historic era or event; (b) several contemporary eyewitness descriptions; and (c) some current interpretations of the event or era. Examples include the Battle of Concord, Boston Tea Party, Battle of Monmouth, Civil War Battles, and Vietnam War. Students analyze and explain the various products and participate in a panel discussion of their respective findings. Finally, they prepare a set of recommendations for studying of history through artistic products.
6.3	(13) Synthesize historical interpretations to reach personal conclusions.	Students study selections from Gibbon, Vico, Hegel, Spengler, Toynbee, or others on general theories of history the teacher might select. Each student writes a research paper summarizing one of the theories. Students then meet as a group to discuss the individual theories and to attempt to reach agreement on their own theory of history. When they have reached consensus, they prepare a series of transparencies that they will use in an oral presentation to the class entitled, "Our Theory of History."

6.4	(12) Argue an ethical position regarding a historic dilemma.	Students develop a questionnaire to be used in a telephone survey of a representative sample of about 100 adults in the community. Students select an ethical issue or dilemma as the topic for the survey. Examples include euthanasia, hate on the Internet, the ethics of personal responsibility, and the duty of voting. After conducting the telephone survey, students report the results to the class.
6.5	(12) Analyze how cultures transmit customs.	Students do library research on the subject of diffusion of innovations and then investigate the diffusion of innovative American products and ideas in Europe and Asia.
6.6	(9) Explain how attitudes and beliefs influence economic decisions	Students research the collapse of many Asian economies in the late 1990s. They focus on the conflict of recommendations of economists and the response by Asian bankers and government officials as influenced by their own customs and beliefs (e.g., the Japanese difficulty with bank regulation).
6.7	(11) Use maps to explain geographic problems.	Working in groups, students do a sophisticated analysis of the topography, locations, and political and ethnic divisions of the former Yugoslavia and then use this understanding to analyze the conflicts between Serbs, Muslims, and Croats.
6.8	(15) Analyze the changes in urban structures.	Students research the criteria and variables used to measure degree and quality of urbanization in all parts of the world. What measures are used? How can they be applied to the major cities in the United States?
6.9	(8) Evaluate technology's influence in history.	Students develop a broad definition of technology which can include any constructed or discovered application—from rubbing two stones together to make a fire to creating the computer. Each student selects one technological innovation and researches the impact of this innovation on its society and subsequent ones.

## REFERENCES

- Association for Supervision and Curriculum Development. (1994). *Challenging the gifted in the regular classroom: Facilitator's guide* Alexandria, VA: ASCD.
- Reis, S. M., Burns, D. E., and Renzulli, J. S. (1992). *Curriculum compacting: The complete guide to modifying the regular curriculum for high ability students* Mansfield Center, CT: Creative Learning Press.

